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

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

I.A. Mission

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

Evidence of Meeting The Standard

Our History and Purpose

Queen Kapi’olani (1834–1899) left a legacy of the primacy of education in a vision of a thriving Hawai‘i with an aspiration for excellence. The College carries her name with pride. Her motto, Kūlia i ka Nu‘u, “Strive for the highest,” unifies the College’s vision, values, and mission statements and sets the standard for student learning. The vision, values and mission statements drive planning and decision-making while serving as a continuously evolving set of ideals against which the effectiveness of the College is measured and improved in an ongoing effort to strive for the highest (I.A.1-1). As an indigenous serving institution, the vision, values, and mission are articulated in both Hawaiian and English, the two official languages of the state of Hawai‘i.

Kapi’olani Community College Mission

He hale hāmama ‘o Kapi’olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e hoʻolako i nā kānaka hoʻākea ike e hiki aku i ka pahuholo ‘imi na‘auao, ‘imi ‘oihana, a hoʻolaulā ‘ike. He loa’a nā palapala a’o, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaikaua i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Kapi’olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

UH BOR on March 23, 2017
To put the mission into action, the College sets institutional goals that align with the larger Hawai‘i system goals and also set targets unique to our own institution. The goals are housed in the College strategic plan, which takes a longer-term view of the vision of the College. The College monitors its progress in meeting the goals of its mission and regularly evaluates its processes so that the College can meet changing student needs (See I.B.5) (Within doc anchors)

Kapi‘olani Community College is one of the seven community colleges in the University of Hawai‘i Community College System and is an open-door, community-based institution dedicated to enabling its diverse students to attain their highest educational potential while providing them with a firm foundation for lifelong learning and contributing to their communities. The College is committed to providing a range of academic, career, and technical programs and support services designed to promote student engagement, student learning, and student achievement for success. (I.A.1-2). The mission drives the institutional goals which are used to measure progress on the mission (I.A.1-7).

The Students We Serve

Part of the UHCC System, Kapi‘olani is a comprehensive community college serving a wide range of students with particular emphasis on indigenous Native Hawaiian students. For example, approximately 17% are Native Hawaiian. 51% are Asian, with 15% being Filipino. Pacific Islander students comprise 2%. Figure 1 displays the enrollment at College by general ethnic category. College offers a wide range of educational programs including transfer based programs, career and technical education and pre-collegiate studies.

Figure 1. Enrollment by Ethnicity
The College Strategic Plan which operationalizes the college mission specifically identifies Native Hawaiian, Pacific Islander and Filipino students as underrepresented subgroups. Additionally, approximately two-thirds of the students are traditional students (under 25 years of age) and, mirroring national trends, about sixty percent of our students are female. Figure 2 displays the enrollment by educational objective. (I.A.1-3).

Figure 2. Enrollment by Educational Objective

Many students who attend the College are recent high school graduates and are traditional community college students. Figure 3 displays the enrollment at the College by traditional age categorization.

Figure 3. Enrollment by Traditional Age Status
The Awards We Offer

The College offers flexible degrees and certificates to match the educational objectives of students. Academic programs are categorized for data gathering as pre-professional (transfer programs, typically in the Arts & Sciences) and Career and Technical Education (typically entry-level workforce programs, although many CTE programs now also offer transfer pathways to baccalaureate degrees).

There are three pre-professional degrees and sixteen CTE degrees. Over the past three academic years, the College has awarded over 4,200 degrees and certificates. Credit (I.A.1-4), non-credit (I.A.1-5) and continuing education (I.A.1-6) programs of study are highlighted on the College’s website and list the degrees and certificates offered. The College prepares students for national licensure or certification in ten fields. Table 1 displays the degrees and certificates awarded.

Table 1. Degrees and Certificates Awarded

<table>
<thead>
<tr>
<th>Kapiʻolani Community College Degrees and Certificates of Achievement</th>
<th>Awarded per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,513</td>
</tr>
<tr>
<td>Filipino</td>
<td>196</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>234</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>27</td>
</tr>
<tr>
<td>Pell</td>
<td>517</td>
</tr>
</tbody>
</table>

Moreover, approximately 1,500 students have transferred to UH Four-year institutions in the same academic period. Table 2 displays the transfer to UH institutions.

Table 2. Transfers to UH Institutions

| Fall Transfers From Kapiʻolani Community College to UH 4-Yr Institutions |
|-----------------------------|-----------------------------|-----------------------------|
| All Students                | 451           | 514           | 490           |
| Filipino                    | 43            | 60            | 62            |
| Native Hawaiian             | 76            | 105           | 77            |
| Pacific Islander            | 12            | 13            | 7             |
| Pell                        | 159           | 204           | 166           |
Our Commitment to Student Learning and Success

The College views student learning as one of three foundational elements to the student experience. The Kapiʻolani Engagement, Learning, and Achievement Model depicts the critical importance and interactivity of Student Engagement, Student Learning, Student Achievement, and overall Student Success. It also frames how the College assesses its efforts in supporting its students in achieving student success (ER 6 Compliant). Figure 4 depicts these relationships.

Figure 4. Kapiʻolani Engagement, Learning, and Achievement Model

Integration of Institutional Effectiveness Measures (IEM) with Student Learning

Analysis And Evaluation

The College meets the standard.

The mission describes the College’s educational purposes, intended student population, the credentials it offers, and a commitment to student learning and achievement.

The institution meets this standard as the mission reflects the College’s strong commitment to student engagement, learning, and achievement. The mission describes the institution’s broad educational purposes and its intended student population. The College has created programs and pathways to address the diverse needs of its students by offering numerous degrees and
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Use of Actionable Data

The College uses data, both qualitative and quantitative, from a wide variety of sources, to determine whether and to what extent we are meeting our mission (See I.B.2, I.B.3, I.B.5)

There is a hierarchy of planning and strategic initiatives at the UH system, UHCC system, and college levels. Each level develops strategic directions based on the key areas of graduation goals, innovation, enrollment growth, and the needs of students.

Progress on the College’s mission is measured using data to track how it is meeting the educational needs of the students. The KELA model frames the types of data collected to track progress looking at student engagement, student achievement, and learning outcomes.

Engagement is the foundation that drives student learning and achievement. The College monitors and increases its success in engaging students by using CCSSE survey methods and making improvements. Engagement measures are updated every two years with the completion of the Community College Survey of Student Engagement (CCSSE).

Student learning outcomes assessment takes place at the course, program, and institutional levels as well as in student service units such as counseling (see II.C.1, II.C.2) and in academic support units (see II.B.3). Data from outcomes assessment is collected in Taskstream, an Assessment Management System. Outcomes assessment data are used in reports such as the Annual Review of Program Data (ARPD) and the three-year Comprehensive Program Review (CPR) for evaluation and planning purposes.

Student achievement is recorded and measured at the program level through Annual Reports of Program Data (See I.B.5, II.C.1) and at the institutional level through the progress on the strategic
plan and the UH system and UHCC system performance funding levels (See I.A.2, I.B.3). Data tracking strategic plan objectives is reported using the Strategic Plan Scorecard. Data tracking performance measures set by UH and UHCC are reported annually by the UHCC VP (ER 6 Compliant).

This dialogue forms the basis of the College’s measured progress on its mission as contained in the 2015-2021 Strategic Plan (I.A.2-1). For a complete list of the ways the College tracks student engagement, learning, and achievement see I.A.2-2.

**Institutional priorities and student need**

The mission highlights open access, career and lifelong learning, and student success through engagement, learning, and achievement. The College has dedicated resources to multiple programs supporting access to higher education for broad and diverse populations, such as the Lunalilo Scholars Program, the co-curricular initiative, and the programs for Native Hawaiian students (see II.C.). In support of career and lifelong learning, the College has invested heavily in learning pathways, transfer to 4-year programs, and workforce development and continuing education programs. In support of student success through engagement, learning, and achievement, the Student Success Pathways has operationalized the KELA model in a way that has engaged the entire campus.

**Analysis and Evaluation**

The College meets the standard.

The institution is committed to improving the quality of its educational programs and services through an analysis of quantitative and qualitative data from outcomes assessment, Annual Reports of Program Data (ARPD), Comprehensive Program Reviews (CPR), Kapiʻolani CC Strategic Plan Scorecard Reports, University of Hawai‘i Community College system data, and Student Success Pathway reports.

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

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

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**Evidence of Meeting the Standard**
The College’s programs and services are aligned with its mission, which guides decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The Mission and the Strategic Plan are the driving documents.

Programs and Services Alignment with Mission

The mission highlights populations that the College serves and addresses open access, career and lifelong learning, and student success. The mission includes indigenous, local, national, and international student populations.

Open access to a broad and diverse population

The College is an indigenous-serving institution and has developed multiple services to support the Native Hawaiian community. The Kapo‘oloku Program (I.A.3-1) for Native Hawaiian Student Success focuses on engagement, learning and achievement of indigenous students. Project Olonā (I.A.3-2) perpetuates cultural knowledge and values and supports an interest in scientific endeavour and increases long term student success rates in academic and career pathways. The Native Hawaiian CTE program assists (I.A.3-3) Native Hawaiian students who are pursuing degrees in CTE programs to both graduate and find employment in their chosen fields.

Our College is a leader in International student education. The Paul S. Honda International Center, created by the Honda Foundation, offers professional services in the areas of academic and transitional support to students from countries throughout the world, with the majority coming from Japan, China, and Korea. The International Café (I.A.3-4) is an award-winning service learning program in which students network, learn about world cultures, and enhance their global competencies and skills.

Other populations identified by our College’s mission statement are served by programs such as the Lunalilo Scholars (I.A.3-5) program, which provides opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. The Center on Responsive Education (CORE; I.A.3-6) prepares educational professionals and paraprofessionals to be educationally, culturally, and linguistically responsive to individual and group needs—specializing in differentiated instruction and universal design. TRIO (I.A.3-7) assists students who meet one or more of the following criteria: low-income, first-generation in college, or documented disability. The Kuilei Outreach Program (I.A.3-8) facilitates the transition of local middle and high school students to our College.

Career and life-long learning goals

To support students who wish to transfer to University of Hawai‘i 4-year campuses, the Kaieie Degree Pathways (I.A.3-9) promote learning and achievement pathways to UH Mānoa. Transfers to UHWO are facilitated by Mananawai (I.A.3-10), and Hoomii (I.A.3-11) assists students who wish to transfer to UH Hilo.
Students who are preparing to enter the labor market or refresh job skills can use the services of the Employment Prep Center (I.A.3-12), which provides students and alumni career preparation and employment services. The UHCC System developed the Hawaiʻi Industry Sectors Website (I.A.3-13), which provides real-time data on industry demands and job opportunities for the state. The College’s Office of Continuing Education and Training (I.A.3-14) provides lifelong learning experiences through Culinary Arts, Global Learning and Development, and Health Education.

The mission guides institutional decision-making, planning, and resource allocation

The College Operational Policy-Planning and Assessment Integration with Resource Allocation - 1.111 (I.A.3-15) was developed in 2014 to ensure that participatory decision making, planning, and resource allocation are aligned with the mission and strategic plan. For a more complete discussion of the resource allocation process, see III.D.

Annually, the VCAS sends a budget survey to department chairs and unit heads to aid in planning and budgeting for the College (I.A.3-16). This survey ties the planning process to the Allocation Resource Form submissions, the Student Success Pathway, the ARPD, and student learning to ensure alignment with the mission. All of these planning processes tie resource allocation to the institutional mission (for more detail, see III.D.).

Analysis and Evaluation

The College meets the standard.

The College requires all programs to articulate how each program and its respective services are aligned with the mission statement of Kapiʻolani Community College as part of Comprehensive Program Reviews (CPRs), and Annual Reports of Program Data (ARPD). The mission statement guides institutional decision-making, planning, and resource allocation through policy and budget planning. The mission serves as the foundation that guides the creation of institutional plans and the allocation of resources to address goals for student learning and achievement. The institution meets this standard as there is a clear alignment of the campus mission with campus resources and practices that support dynamic learning and engagement.

The College’s programs and services are aligned with its mission, which guides decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
The College articulates its mission in a widely published statement approved by the governing board. The College’s mission statement is periodically reviewed and updated as necessary.

Publishing the mission statement
The College’s current mission statement was approved by the Board of Regents in March 2017 and posted on the College website (I.A.4-1). When the current mission was approved, notices were sent out to the College community. The mission and the 2015-2021 Strategic Plan were emailed to the campus leadership via the Chancellor’s Advisory Council. The Faculty Senate Chair, who is a member of the CAC, shared the mission and the plan with the Faculty Senate’s constituents. The Interim Chancellor announced the BOR approval on her website, “The Chancellor’s Corner” (I.A.4-2). The mission is also articulated in the College’s Annual Report (I.A.4-3) and is referred to in campus presentations, both electronic and in print form.

Periodic Review for Currency and Relevance
The College began revising the former mission statement and strategic plan in fall 2013. The new 2015-2021 strategic plan was completed by spring 2016 and the new mission statement was completed in November 2016. The strategic plan, which directly supports the mission statement, is reviewed regularly and will be next reviewed in April 2018 (I.A.4-4). (ER 6 Compliant)

Analysis and Evaluation
The College meets the standard.

The College articulates its mission in a widely published statement approved by the governing board. The College’s mission statement is periodically reviewed and updated as necessary.
EVIDENCE

- I.A.1-1. Mission Statement
- I.A.1-2. College Catalog
- I.A.1-3. Fall 2017 Enrollment Research Brief
- I.A.1-4. Credit Programs
- I.A.1-5. Non-credit Programs
- I.A.1-6. Continuing Education Programs
- I.A.1-7. 2015-2021 Strategic Plan
- I.A.2-1. 2015-2021 Strategic Plan
- I.A.2-2. Kapiʻolani Community College’s Methods of Tracking Engagement, Achievement, and Learning
- I.A.3-1. Kapoʻoloku Program
- I.A.3-2. Project Oloana
- I.A.3-3. Native Hawaiian CTE program
- I.A.3-4. The International Café
- I.A.3-5. The Lunalilo Scholars program
- I.A.3-6. The Center on Responsive Education (CORE)
- I.A.3-7. TRIO
- I.A.3-8. The Kuilei Outreach Program
- I.A.3-9. Kaieie Degree Pathways
- I.A.3-10. Mananawai
- I.A.3-11. Hoomii
- I.A.3-12. Employment Prep Center
- I.A.3-13. Hawaii Industry Sectors Website
- I.A.3-14. The College’s Office of Continuing Education and Training
- I.A.3-15. The KCC Operational Policy-Planning and Assessment Integration with Resource Allocation -1.111
- I.A.3-16. VCAS Budget Survey
- I.A.4-1. The College Mission Statement
- I.A.4-2. The Chancellor’s Corner: Mission Statement
- I.A.4-4. CAC Calendar of Plan Reviews
1.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College holds substantive and collegial dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These dialogues occur within the Chancellor’s Advisory Council, Administrative Staff Council, the Vice-Chancellor’s Advisory Council, the Counseling and Academic Advising Council, as well as the four authorized governance bodies. The Student Success Pathways model, aligned as it is with the campus Strategic Plan and Mission, guide these discussion. Dialogues also occur at department and discipline meetings, professional development events, and trainings provided by the Assessment Coaches. (Need evidence, ie, minutes of meetings to document this paragraph).

Student Learning Outcomes Assessment

The College is committed to assessing student learning outcomes in all courses on a regular basis. The process for course assessment is supported by Student Learning Outcomes Coaches for instructional faculty and counselors, who foster dialogue amongst faculty on student learning and success. They offer, through SLO Fridays Professional Development trainings, workshops, presentations, shared discussions of books and articles, and open conversation. They provide face-to-face assistance and online support. They maintain a website with news, updates, and support materials (I.B.1-1, I.B.1-2).

Additional discussions occur at the Faculty Senate Student Learning Outcomes Assessment Committee where fellow faculty support in their efforts to continuously improve student learning through sound assessment principles, processes and practices (I.B.1-3). This committee developed the Course Level Assessment Plan (I.B.1-4) and Campus Course Assessment Manual (I.B.1-5) to guide course assessment.

The Counseling Assessment Leaders Group discuss best practices in counseling assessment, create shared rubrics, and update shared student learning outcomes. Share-outs take place amongst counselors to discuss best practices and challenges in assessment (I.B.1-6 - needs update).

In the 2017-2018 Guidelines for Tenure and Promotion, under Primary Responsibilities for faculty, the UHCC encourages faculty to discuss, in their dossiers, the assessment and evidence of student learning (I.B.1-7, page 12).
**Student Equity**

Kapi`olani Community College is committed to the promotion of student success for all students, regardless of race, gender, age, disability, or economic circumstance. Along with representing the diversity of cultures in the state of Hawaiʻi, the College has a sizeable international student population with approximately 10% of students coming from other countries, enriching the already intercultural fabric of the campus. The College continues to strive towards identifying and providing services and resources to address achievement gaps and to provide equal and open access to all students. The College sustains collegial dialogue about student equity among student, faculty, staff, and administration through meetings and initiatives such as SALT (Student Affairs Leadership Team), Student of Concern Reporting System, Student Success Council, LGBTI safe zone training, Title IX training, English as a Second Language C4ward (a professional development workshop, Collaborative Circle for Creative Change), and Student Congress. Dialogue is sustained through meetings as well as through the assessment process.

The College’s Strategic Plan and Institutional Effectiveness Measures (IEM see KELA model discussion below) track student achievement for groups historically under-represented in Hawaiʻi higher education: Native Hawaiians, Filipinos, and Pacific Islanders, as well as lower income Pell recipients. IEM data for these groups drills down to course success and fall-to-spring and fall-to-fall re-enrollment rates, and extends to a three-year timeline for certificate and degree completion and transfer rates.

**Academic quality**

Student achievement and academic quality are part of the College’s mission and are major discussion topics. The program review reports, the Annual Report of Program Data (ARPD) and the Comprehensive Program Review (CPR), are where programs examine their progress.

The Annual Report of Program Data (ARPD, I.B.1-8) is an annual assessment conducted by departments and units of program activities, achievements, and plans as they relate to the College’s Strategic Plan Goals and Outcomes.

The Comprehensive Program Review (CPR) draws from ARPD’s and reports a three-year view of the program’s health and plans as related to the College’s Strategic Plan Directions and Measures. The CPR analyzes (1) trends in program strengths and weaknesses in demand, efficiency, and effectiveness over the previous three years and (2) projects the strategies to improve effectiveness and overall program health in the subsequent three years. For example, the Information Technology Program’s CPR discusses program health and examines assessment of program learning outcomes (I.B.1-9). The CPRs are posted on OFIE’s program review website (I.B.1-10).

The College continues to use the ARPD and CPR as well as their data-gathering processes for dialogues informed by data and analysis of course learning outcomes to inform and analyze
program learning outcomes. This assessment in turn is discussed in the ARPD, which frames program planning. The results of the assessment of student learning outcomes were included into the ARPD as the UHCC system recognized the need to tie assessment, program planning and evaluation.

A Strategic Plan Scorecard (I.B.1-11) is produced each spring and provides an at-a-glance view of progress toward annual established benchmarks, strategic directions, and campus mission, Achievement measures are updated on or about the census freeze dates each semester. These achievement measures are disaggregated for Native Hawaiian, Filipino, Pacific Islander and Pell recipients.

Engagement measures are updated every two years with the completion of the Community College Survey of Student Engagement (CCSSE), with reports posted at the OFIE website (I.B.1-12). Learning assessment reports update the College’s effort at deepening student learning.

Institutional effectiveness and continuous improvement of student learning and achievement

All these discussions can be mapped to the College’s multi-faceted evaluation framework known as the KELA – Kapi’olani Engagement, Learning and Achievement model, with the Student Success Pathways playing a central role. This model was developed by the Office for Institutional Effectiveness to track continuous improvement in student success through engagement, learning, and achievement as stated in the campus Mission. (See I.A.1, I.A.2) Figure 5 depicts the KELA model as implemented at the College.

Figure 5. Kapi’olani Engagement, Learning, and Achievement Model
Data from the sources described above such as the ARPD, the Annual Strategic Plan Scorecards, and the CPRs inform dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

In addition, the Office for Institutional Effectiveness provides institutional research briefs and works closely with many campus programs to provide annual cyclical reporting targeting their data needs. Annual and semesterly cyclical reports are provided to departments, units, programs and services such as the Disability Support Services Office, TRIO, STEM/ASNS grants, Honda International Center, Deans List, and Phi Theta Kappa Honors (I.B.1-13).

In the last few years, the College has increased opportunities for sustained dialogue to take place and contribute to the larger discussion of institutional effectiveness through various group meetings as well as the assessment process.

**Analysis and Evaluation**

The College meets the standard.

The College holds substantive and collegial dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. However, these dialogues need to be shared and synthesized.
Therefore, the College is moving to document, summarize, and centralize the dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For example, the College implemented the Kapiolani Research Scholars Project (KRSP, see II.A.) which invites faculty and staff to bring together, in one campus-wide initiative, research, best practices and dialogue to explore how the College can improve student learning. In addition, the College is (is currently recruiting) an institutional assessment coordinator to help centralize dialogues at the College.

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

Evidence of Meeting the Standard

The College articulates and assesses student learning outcomes for all instructional programs and student and learning support services. Program level assessment is guided by UHCC policy and College policy.

Assessment of Instructional Programs

At Kapi’olani CC, student learning outcomes are defined and assessed for all courses and instructional programs (I.B.2-1). Student learning outcomes are faculty-driven. Faculty are provided guidelines with clearly articulated options for assessing student learning at the program level (I.B.2-2). Course and program student learning outcomes are developed, articulated, and made evident in the curriculum proposal and review process. Program learning outcomes, such as those for the Accounting program, are found in the College catalog (I.B.2-3). Program student learning outcomes are also identified and assessed in the Annual Review of Program Data, such as the ARPD for the Hospitality and Tourism Program (ARPD, I.B.2-4) and the Comprehensive Program Review for Accounting (CPR, I.B.2-5). (ER 11 Compliant)

For more detailed information see II.A.

Assessment of Student and Learning Support Services

Kapi’olani CC defines and assesses student learning outcomes for student and learning support services. Counseling and advising programs across campus have agreed upon and shared student learning outcomes, with different units focusing on specific outcomes based on their mission and student population (I.B.2-6). Assessment of these outcomes is done on a shared three-year cycle of assessment with the goal of continuous improvement (I.B.2-7). Assessment leaders for each counseling/advising “cluster,” who represent all counselors/advisors on a Counseling and Advising Assessment Leaders group, ensure assessment-focused dialogue and sharing within and between counseling and advising units (I.B.2-8). Counseling and advising
units organized under Student Affairs are included in the Student Affairs Comprehensive Program Review (CPR) process. Counseling and advising units organized under academic units are included in those respective CPR processes. (See 2.B.)

Examples of ways that the College has defined and assessed student learning outcomes for its student support programs are the ARPD (I.B.2-9), the CPR (I.B.2-10), the Counseling and Advising Student Learning Outcomes Assessment Rubrics (I.B.2-11) and counseling learning reports (I.B.2-12) (Editors: Will update with AY 2017 reports)

For more detailed information see II.B. and II.C.

**Analysis and Evaluation**

The College meets the standard.

The College articulates and assesses student learning outcomes for all instructional programs and student and learning support services.

The College provides solid evidence that it defines and assesses student learning outcomes across its instructional programs and much of its support services. The College has procedures and processes in place for the assessment of student learning outcomes as well as support for assessment activities conducted by faculty, both instructional and non-instructional. The College is currently strengthening the focus on, reporting, and analysis of student assessment data through its continued transition to Taskstream, the online assessment management system.

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

**Evidence of Meeting the Standard**

The College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

**Institution-Set Standards for Student Achievement**

Kapi‘olani Community College uses a framework for student achievement set by the UHCC system for the community colleges. The policy establishes a common standard for all seven campuses to define and assess student achievement for continuous improvement. These standards are an important component of maintaining quality within the community college.
system. The policy includes a baseline standard and an aspirational standard aligned with system and college strategic plan targets. (ER 11 Compliant; I.B.3-1).

Most of the institution-set standards for student achievement were developed through an extensive dialogic process within the UHCC system strategic planning process. The College was represented by the Student Congress president, the Faculty Senate chair, Director of the Office for Institutional Effectiveness, and Chancellor in these once-per-semester discussions. The baseline numbers in the campus strategic plan for degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell Recipient degrees and certificate awarded, transfer to baccalaureate institutions, and IPEDS student success rate serve as our institution-set standards for student achievement. The institutional standard for course completion was set by an analysis of actual, current course success at each campus. (See Chapter 1, Introduction.)

The institutional standard for licensure and certification examination success rates was initially established as the average pass rate for the various exams. This was modified during the development process in consultation with the faculty senate chairs to be either the average pass rate or the pass rate required by program accreditation standards, whichever is higher. According to UHCCP Policy 4.203, “The Perkins target is based on a negotiated level of placement within the State plan for Career and Technical Education that includes an expectation of continuous improvement.” Typically the rate has a small incremental annual increase in value.

The Student Success Pathways (SSP) model identifies opportunities for intervention to support students through six identified stages of success. The College’s SSP model consists of six phases that provides benchmarks or pivot points in students’ college journey where they need the most supports to succeed. The College’s SSP differs slightly from the SSP model presented by the UHCC systemwide Student Success Council. The “Connect” part of the systemwide SSP model, so no changes have been made to that phase. “Prepare” has been added to focus on the UHCC student success initiatives: co-requisite models for MATH & ENG; and Purpose First which engages students early on in their college experience to select a career pathway. The College, in collaboration with the UH Institutional Research and Analysis Office (IRAO), also tracks the completion rates in the new College Level Co-requisite model designed to advance a higher percentage of students through College-level math and English in their first academic year. “Engage, Learn, Achieve” have been included to align with the College’s motto and brand, “Kulia I Ka Nu’u - Strive for the Highest! -- Engage. Learn. Achieve.” “Thrive” has been added on to place emphasis on the students who complete their journey at the College and to ensure that we are still supporting them in their successes and “..for their productive futures” (from the Mission Statement). (I.B.3-2)

Figure 5. Student Success Pathways Model
Assessment and Publication of Data for Continuous Improvement

The College has tracked and reported student achievement data continuously since 2013 in annual reports to ACCJC (I.B.3-3) Prior to the establishment of the UHCC system-wide policy, the College has used a 75% baseline course success rate to measure and report student achievement data. The student achievement data includes course success rates, licensure rates and job placement rates. Kapi‘olani also conducts an Annual Report of Program Data (ARPD, I.B.3-4) and a 3-year comprehensive program review (CPR, I.B.3-5) for every instructional and non-instructional program continuous growth and improvement. The policy on program review is currently being revised to incorporate an integration with the Student Success Pathway, and a clearer alignment with the Strategic Plan outcomes and the 2005 UHCC Policy #5.202, Review of Established Programs (I.B.3-6). The revised policy will include alignment with institution set standards. (ER 11 Compliant)

Analysis and Evaluation

The College meets the standard.

The College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

First, Kapi‘olani Community College uses a framework for student achievement established by the UHCC system for the community colleges (UHCCP #4.203 Institution-Set Standards). Second, the College has tracked, analyzed, and reported student achievement data for continuous improvement through a comprehensive process as illustrated in the ACCJC Annual Reports, ARPD, and CPR reports. Finally, the College has published this information through the college website. The College meets this standard by using institution-set standards for student achievement for continuous improvement and assesses and publishes this information.

The College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information.
Evidence of Meeting the Standard

The College utilizes assessment data to coordinate its institutional processes to effectuate student learning and achievement.

Utilization of Assessment Data

The College demonstrates a commitment towards using data and evidence to shape initiatives and institutional processes to support and bolster student learning and success. Institutional examples of these activities fall into three general areas: Academic Affairs, Student Affairs, and General Campus Affairs.

Academic Affairs

For example, in Academic Affairs, per a directive from the Vice President of UH Community Colleges, a Faculty Senate Action Request was created thereby mandating creation of developmental Math and English courses per a co-requisite model. To smoothly transition into these co-requisite models, developmental Math and English faculty conducted formative and summative assessment to measure factors such as appropriateness of placement, norming of assessment data in terms of level of curriculum, and streamlining or improving the assessment process. (I.B.4.1. Faculty Senate Action Request Forms) Additionally, the Student Success Committee reorganized its Student Success paradigm L.E.A.R.N. beginning in Fall 2016 and culminating in direct plans and proposals in Spring 2017. Individual proposals to foster student learning were supported by assessment data. (I.B.4-2. Student Success Council All Templates)

The Study Hub was created off of several tutoring paradigms and initiatives on campus, most recently, The Aloha Writers’ Kiosk, which ran authentic assessments as well as indirect assessments that could convey the viability of a wider-scale operation. In 2016, The Study Hub became a viable source to directly support student learning and achievement; in Spring of 2017, Study Hub ran a direct assessment of artifacts sourced through the tutoring center; this study showed that the Study Hub directly improved student learning in key measuring dimensions. Thus, Study Hub as a long-range project fueled by assessment showcased fruition as a project that had been crafted and shaped by assessment data directly tied to student learning and achievement. (I.B.4-3. Study Hub PLR)

Since Writing Across the Campus/Writing Intensive and Service-Learning create intersections across multiple disciplines and discourses, these programs have consistently produced
Programmatic Learning Reports (PLR) that provide valued input into each year’s ARPD (I.B.4-4. Annual Review of Program Data).

**Student Affairs**

(I.B.4-5.) **Assessment Summaries** for each counseling and advising unit across the College are documented in the College’s Taskstream assessment tool and are shared through regular assessment dialogue within and between all counseling and advising units. Regular “share outs” of counseling and advising assessment experiences and summaries are scheduled through venues such as “Counseling Assessment Cafes,” roundtables, etc. Dialog occurs at the program level about the assessment results, which then fuel next steps to continue the cycle of continuous learning and improvement. The (I.B.4-6.) **Comprehensive Program Review (CPR) for Student Affairs** aligns program outcomes and assessment with the College’s strategic goals and is completed every three years.

**General Campus Affairs**

The College uses student achievement data provided by the Vice President for UHCC along with assessment data generated from an internal process of program review to set priorities to support and improve student learning and success. The data set is reviewed annually by the UHCC system to ensure objectives are met and are shared with the respective campuses to inform decision-making. OFIE (The Office for Institutional Effectiveness) is also utilized—either directly through various initiative integration or indirectly as a needed resource to gauge data into varied College investigations and processes.

**Analysis and Evaluation**

The College meets the standard.

The College utilizes assessment data to coordinate its institutional processes to effectuate student learning and achievement.

The College demonstrates a commitment towards building an evidence-based practice of continuous improvement through the variety and breadth of closing the loop initiatives discussed in this section. The College is working toward a more systematic approach in using data for overall improved student learning. Assessment and achievement information is available on the OFIE website. Assessment data is entered into Taskstream. Additional coordination will be provided by the assessment coordinator position who will be responsible to address assessment goals, improvement measures, and strategies (instructional as well as student affairs).

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

Evidence of Meeting the Standard

The College tracks student achievement measures in relation to institution-set standards, the Strategic Plan Scorecard, KELA-IEM, Annual Reports of Program Data, and ACCJC/WASC Reporting. Measures in each of these reporting formats are sometimes defined a little differently, and reported for slightly different time periods, so they are not exactly comparable. For example, the IPEDS three-year success rate only follows first-time, full-time students, while the KELA-IEM tracks three-year cohorts of all first-time, KCC home-based students. (Ex. I.B.5-1)

Engagement, learning, and achievement, central concepts in the campus mission, are tracked through the KELA framework. The Strategic Plan scorecard tracks progress on campus strategic directions which are aligned with the mission statement (2016-17 Scorecard). Annual Reports of Program Data (ARPD) disaggregate course success and fall-to-spring re-enrollment rates for distance education students. ARPD also disaggregate degree and certificate completion by Native Hawaiian students and Pell recipients. Program Reports explicitly align with the College’s mission to “prepare students for their productive futures” and Institutional Learning Outcomes.

In 2017-2018 the Office for Institutional Effectiveness is conducting a meta-assessment of the ARPD Program Analyses developed by the academic departments (I.B.5-2. OFIE reports).

The College has a rigorous and systematic schedule of assessment by which it measures accomplishment of its mission. Note the integration of the Mission Statement into the ARPD Meta-Assessment process. Since 2012, KCC has followed an assessment schedule that requires Course Assessment Plans (CAP), Course Learning Reports (CLR), Learning Assessment Schedule and Reports (LASR), an Annual Report of Program Data (ARPD), and the Comprehensive Program Reviews (CPR) (Assessment at KCC Chart: 2013-2016). Starting in Fall 2016, the CLR, LASR, and CAP reporting structure was replaced by the web-based Taskstream Assessment Management System (AMS) due to faculty and administrative feedback to review the current procedures and investigate the use of an AMS to better store, analyze, and report data (9/13/13 memo from Faculty Senate recommending search for assessment management system; 8/2014 report on the selection of Taskstream with 17 accompanying appendices). Taskstream provides the College with a centralized, streamlined way to collect, generate, and aggregate data about student learning outcomes at both the course and program level. Through Taskstream, KCC can now create curriculum maps, build assessment plans, document results, and track improvements based on findings, which allows for better alignment and
connections to assessment data and activities on campus. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery as Taskstream thus allows the College to more effectively harness assessment data being generated at the course level and use it to inform certificate, degree, general education, and institutional learning outcomes assessment. Improved management of assessment data and planning builds our campus assessment culture and provides a meaningful way to evaluate student learning.

KCC measures the progress on the mission through program review. A Comprehensive Program Review (CPR) is done every three years. The CPR incorporates data from other review processes—such as the ARPD, CLR, and CAP—and each program learning outcome must be assessed at least once every three years (Comprehensive Program Review: Example: 2013-2016 Hospitality CPR and 2013-2016 Info Technology CPR). KCC’s program review process is cyclical as it incorporates systematic, ongoing evaluation of programs and services using data on student learning and achievement, which is used for improvement, planning, and re-evaluation. Program reviews include assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program reviews incorporate results from program learning outcomes from the previous three ARPDs and must show steps for improvement based on these results and the previous ARPD recommendations. ARPD data for instructional and student services programs are gathered centrally by the UHCC Office for Academic Policy and Planning in consultation with UHCC Institutional Program Review Council.

The institutional assessment measures mentioned above, along with Scorecard Reports, University of Hawai‘i Community College system data, and Student Success Committee (SSC) reports provide institutional data and evidence on student achievement, which is available via OFIE and the UHCC system office. This information includes aggregated data on targeted sub-populations, such as STEM, Native Hawaiians, Pacific Islanders, Filipinos, Pell Recipients, and developmental education. This data is used for program review and decisions relating to program improvement, program modification, and/or budgeting purposes. Also this improvement is tied to performance funding from the UHCC system. The institution also tracks and aligns UH and UHCC System Strategic Directions, and our own KCC Strategic Directions, to our actions for outcome attainment in order to ensure that our accomplishments are satisfying our goals and objectives.

The College created the Student Success Pathway (SSP), which synthesizes and integrates the UH, UHCC, and KCC strategic plans and which directly affects resource allocations, ARPDs, CPRs, and other documents. Pathway teams were created for each “bubble” on the pathway, with over 100 KCC faculty and staff contributing to these teams, and the teams are led by Pathway Leaders from a wide representation on campus and who are not personally tied to administrative offices (Student Success Pathways Membership). The SSP also received input from every AGO on campus. Through this effort, every department and program has completed a SSP Template that maps their specific journey on implementing a strategy(s) to meet the SSP institutional outcomes and measures (Student Success Pathway Templates, Chancellor Email on SSP Templates).
Analysis and Evaluation

The College meets the standard.

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement using disaggregated quantitative and qualitative data to analyze by program type and mode of delivery.

This is evidenced by a rigorous schedule of assessment and use of an assessment management system, a Comprehensive Program Reviews, and the creation, strategic planning, and campus devotion to the Student Success Pathways. The collection and analysis of student learning outcome and achievement data is evidenced by Course Learning Reports, OFIE reports, and the Strategic Plan Performance Measures Scorecard. Quantitative and qualitative data are disaggregated for analysis by program type, but not currently by mode of delivery.

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement using disaggregated quantitative and qualitative data to analyze by program type and mode of delivery.

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

Evidence of Meeting the Standard

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluates the efficacy of those strategies.

Disaggregating Learning and Achievement Findings

The College is designated by the U.S. Department of Education as a Native Hawaiian-serving institution because we meet their threshold for such designation. KCC aligned our strategic planning with the UH and UHCC system and their strategic direction inclusion of Filipinos, Pacific Islanders, and Pell grant recipients (low income students regardless of ethnicity). UHCC system has also commenced a new developmental education acceleration initiative; thus KCC, already strongly committed to developmental education, has now embraced a new acceleration
model for pre-college courses. KCC and the UHCC system identifies significant trends among subpopulations of students by tracking their trends through the relevant measures on our strategic plan scorecard and through our own institutional effectiveness measures (Gap Closing Measures 2013.2014.2015 (draft), Gap Closing Measures 2 -- need updates). Native Hawaiian trends are also evident in Annual Reports of Program Data. If the trend reveals that more support is needed to ensure that our subpopulations are meeting performance expectations, then we implement either targeted measures to support that subpopulation or promote existing or new general student success measures (like the Study Hub or Brainfuse) to our students. Upon analyzing trends, performance expectations, and achievement data, the College has instituted several new campus-wide initiatives and targeted programs, while continuing to support and improve existing programs, to better help with the overall success of our sub-populations.

Closing Gaps

Developmental Education: Kahikoluamea counselors and instructors specializing in developmental education support for pre-college level students supported this population by identifying strategies based on student learning outcome data. (I.B._) For example, together instructors and counselors created the Learning Plan, which was implemented in all Eng 22 pre-college classes. In Fall 2016, the UHCC system implemented a new acceleration model for developmental education to increase persistence, lessen the financial burden of college, and streamline and shorten the path to college-level courses to increase persistence levels. To help with this innovative movement, the systemwide and campus Student Success Council (SSC) was formed to support new co-requisite (accelerated) classes, equip classrooms with needed technology, for professional development, and to fund embedded tutoring in pre-college classes.

- UH system letter explaining decision-making and process behind Developmental Ed Re-design
- Chancellor Richard’s email to KCC on DevEd reform, justification for why, process of determination, and implementation for Fall 2016
- Powerpoint from UHCC system explaining rationale and justification behind new Dev-Ed acceleration model. (File name: Reason for new models DevEd)
- CAC meeting notes 7.7.15 -
- Memo from Peter Quigley to all CCs on the Student Success Initiative for DevEd. (File name: Acceleration Memorandum 10-8-15.
- Memo showing all UHCCs working to create new DevEd acceleration model. (File name: Draft ENG Model Articulation).
- Time to Degree Memo Policy = system-wide initiative to create co-requisites to shorten time-to-degree.
- New Official acceleration structure for Math and English Dev-Ed acceleration [Sequence of Courses DevEd Fall 2016 Final]
- New Placement for Eng 100 and Math 100 to provide better access for students
3/1/16 Memo from P. Quigley: Recommendations for Enrollment Management
2/17/16 Memo from P. Quigley: Adoption of Student Success Council November 24, 2015 Cognitive Assessment Options Recommendations

- Student Success Council Website. Full explanation of Dev-Ed acceleration with links to all the Ad Hoc committees that investigated areas of this initiative.
- Morton.J.UHCC Strategic Planning Council 10 30 15 [includes explanation/justification of decision to eliminate development education courses]
- UHCC data on DevEd Eng reform
- UHCC data on DevEd reform
- Add copy of Eng 22 learning plan?

Filipino: The Institution started offering a Filipino Women Writers class in Spring 2016, has two advisors committed to the Bayanihan Filipino student club, and hosted the Pamantasan conference in Spring 2017, which focuses on Filipino challenges, student success for Filipino students, and leadership training for Filipino faculty and staff.

- Filipino Women Writer’s class Spring 16 ; Bayanihan Filipino student club, Bayanihan Filipino Club Facebook page, Kapio article about Bayanihan club, the Pamantasan conference 2017

Native Hawaiian and Pacific Islanders: The institution supports a curriculum that teaches through a Hawaiian lens and framework (Chancellor’s Corner Issue on being Indigenous Serving), such as focusing on āina-based learning (Kalāhū Seminar focusing on āina-based learning and projects). The institution also recently created the Kapoʻoloku Program for Native Hawaiian Student Success (Kapoʻoloku Program for Native Hawaiian Student Success Website: Kapoʻoloku Program Brochure, Kapoʻoloku Program PowerPoint, and Kapoʻoloku Program Student Materials Wa’a Powerpoint), the Ka Pohaku Kihi Pa’a Writing Mentor Program (Ka Pohaku Kihi Pa’a Writing Mentor Program), the Lunalilo Scholars Program, and Kūlia ma Kapiʻolani, a Native Hawaiian Career & Technical Education project.

STEM: The STEM program at KCC received a Tribal Colleges and Universities Program (TCUP) grant from the National Science Foundation in 2007 which allowed it to establish the ASNS degree in 2011. Enrollment of native Hawaiian students has remained steady over the past 5 years, despite a drop in overall enrollment at the College. STEM administrators are currently applying for a Louis Stokes Alliances for Minority Participation grant that will allow them to address the educational needs of additional student subpopulations.

- Growth of undergraduate research as shown in KCC journals: Pueo journal 2016

Additional needs of these subpopulations and the remaining subpopulations are also addressed in the following interventions that benefit all students. Since our last accreditation, the institution has invested in student support services that target writing and math, such as the Study Hub and Brainfuse. We have also created the new STAR guided pathway to success.
that identifies academic pathways and goals, lists the requirements for the student’s major, provides a detailed look at the student’s progress, gives access to transcripts, and assists with scholarship opportunities. The institution has also designated a Starfish coordinator to assess and implement the Starfish system to notify counselors of at risk students. The institution continues to support existing programs such as the Maida Kamber Center, First Year Experience, Mālama Center, TRIO-Student Support Services (TRIO-SSS), Honda International Center (HIC), Disability Support Services Office (DSSO), Single Parents/Displaced Homemaker, Veterans Affairs Center, Kapi’olani Deaf Center (KDC), and Kuilei Outreach program.

- Study Hub
- Brainfuse and Brainfuse Effectiveness Study
- Maida Kamber Center
- First Year Experience
- Mālama Center (existed in 2012...might be replaced now?)
- TRIO-Student Support Services (TRIO-SSS)
- Honda International Center (HIC)
- Disability Support Services Office (DSSO)
- Single Parents/Displaced Homemaker
- Veterans Affairs Center: services for veterans.
- Kapiʻolani Deaf Center (KDC)
- Kuilei Outreach program, Kuilei Outreach Facebook Page
- Student Support Services CPR 2013-2016 - overview of support services and nine targeted populations programs. This CPR contains student satisfaction and performance data on these targeted populations programs. It also contains a tactical plan with four tactical actions designed to change and make improvements in program offerings and services
- STAR guided pathway to success
- Other examples

Analysis and Evaluation

The College meets the standard.

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluates the efficacy of those strategies.

The College is tracking, analyzing, and acting upon student achievement data for all subpopulations and are creating and implementing strategies to mitigate gaps. The College currently does not collect learning outcome data for all subpopulations as this is an emerging practice.

The College disaggregates and analyzes learning outcomes and achievement for
subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluates the efficacy of those strategies. (Co-chair’s note: The repeat of this Thesis Statement is formulaic and odd, especially in short write-ups of Analysis and Evaluation. It is also at odds with our preliminary findings. It is expected that for the second draft there will be more material in this section.)

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

Evidence of Meeting the Standard

The College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evaluation of policies and practices

In response to a recommendation in the 2012 self study process, the Policy, Planning, and Assessment Council (PPAC) became the Chancellor's Advisory Council (CAC) in 2013. The CAC is composed of leaders of instructional programs and administrative and educational support units, as well as representatives from the four authorized governance organizations (AGOs). It serves as an integrative and centralized mechanism for discussion, analysis, and recommendation related to college policy and planning. The CAC has the responsibility for review and recommendation to the Chancellor concerning campus policies and periodic revisions of the policies.

Per the CAC-revised 2016 charter, the Policy Work Group is responsible for generating, reviewing and updating policies. Once the policies are ready to be approved, the document goes to the full CAC for a vote.

In 2017, the CAC passed the Policy on the Policy Development Process (K1.100) which defines the Council’s role in reviewing and voting on policies. New or revised policies can be initiated and drafted by any office, subject-matter-expert, or individual responsible for the policy implementation or oversight using the College’s policy template.
Programs and Support

The College evaluates its instructional programs and student support services through comprehensive program reviews (CPR) which are undertaken regularly every three years. CPRs are informed by annual reports of program data (ARPDs) which evaluate instructional as well as student services programs. Both evaluation processes follow procedures as described in the University of Hawai‘i Community Colleges Policy 5.202, which establishes a coordinated system-wide program review process that meets the requirements of Board of Regents and Executive policies, external mandates, and standards of good practice. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. The Chancellor is responsible for oversight of the program review process, including monitoring evaluation and improvement processes and procedures for course, program, general education, and institutional student learning outcomes, and assessing the results and completion of program reviews for all departments and units.

- UHCC Official Policy 5.202-1 Program Review
- KCC Program Review Policy on the OFIE website
- Latest CAC Charter and Workflow diagram

Resource Management

In 2014, the College issued the Participation in College Decision-Making Processes Policy (K.1.112) and the Planning and Assessment Integration with Resource Allocation Policy (K.1.111) to ensure that faculty, staff, and students have a substantive and clearly-defined role in institutional governance and a substantial voice in College policies, planning, and budget; and to provide a transparent and participatory planning, assessment, and resource allocation process related to strategic planning, program outcomes, and the mission. The College’s Budget and Planning Work Group works to ensure alignment of resource allocation with the College’s mission and to communicate key budgetary decisions to various campus constituencies. Each department/unit produces an annual budget as well as a 5-year budget plan, which must reflect ARPD data and department tactical plans. Additional requests for allocations can be made through the ARF process, which was revised in 2017 to ensure that all requests are related to the Student Success Pathways and/or Strategic Plan.

- Participation in College Decision-Making processes Policy
- Planning and Assessment Integration with Resource Allocation Policy
- ARF Budget Process Graphic 17-18
- ARF form v2r7

Governance

The College evaluates its governance processes primarily through the Closing the Loop Survey (to be updated). All department and unit heads are evaluated through an annual Job Performance Survey. The CAC is currently working on a review process flowchart that will show how institutional policy is vetted by various governance groups on campus.
Analysis and Evaluation

The College meets the standard.

The College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of mission.

The College regularly evaluates its policies and practices related to instructional programs, student and learning support services, and governance via the following processes: the AGOs, councils and committees; Comprehensive Program Review; and surveys; These processes ensure the effectiveness of institutional policies and practices in supporting academic quality and accomplishment of the mission. Administration, faculty and staff are collaboratively developing campus-specific policies related to resource management, planning, and assessment and a systematic process for evaluating / updating resource policies and procedures.

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

Evidence of Meeting the Standard

The College broadly communicates the results of all its assessment activities to establish a shared understanding of its strengths and weaknesses and sets appropriate priorities.

The institution broadly communicates the results of all of its assessment and evaluation activities.

Results of assessment and evaluation activities are available to all College constituents via the following methods:

- Student Success Pathways website
- OFIE website (Strategic Plan, CPRs, performance measures scorecards, institutional surveys)
- UHCC ARPD website (ARPDs)
- Taskstream reports to the CAC (minutes)
Assessment and evaluation activities are communicated to all College constituents through several ways. For example, the Chancellor’s Advisory Council (CAC) is composed of leaders of instructional programs and administrative and educational support units, as well as representatives from the four authorized governance organizations (AGOs). The CAC has the responsibility for review and recommendation to the Chancellor concerning planning and assessment, the Strategic Plan and periodic assessment of progress toward the goals of that plan, the Student Success Pathway and periodic assessment of progress toward the goals of the pathway, and the assessment of the results of program reviews for instructional programs and administrative and educational support units. The CAC serves as the entity for communication with constituents across the College. The Council members are responsible for disseminating information to their areas as well as reporting concerns and issues from their areas back to the Council. CAC agendas and meeting materials are emailed to all members for dissemination among their constituencies. The meeting minutes are stored in the Ohana intranet website and the College community is sent an announcement via the campus News and Events bulletin when new meeting minutes are posted.

The SLO committee posts minutes of their monthly meetings to the Faculty Senate website, which is accessible to all members of the College as well as the external community. A summary of committee activities is presented to the Faculty Senate at the end of each academic year and Senators are tasked with communicating FS proceedings to the department/unit they represent.

Presentations by OFIE Director to Standing Advisory Councils, AGOs, and Campus Forums in AY 2017-18.

- VCAC, Meta-Assessment of ARPD, Discussion of Program-set standards, Oct 17, 2017
- CAC Comprehensive Student Achievement Data System, Nov or Dec 2017
- Campus Forum Strategic Plan Scorecard and Report on updated KELA IEM, March 2018
- VCAC, CAC Meta-Assessment of ARPD – March 2018
- Policy Web site launch and evaluation – April 2018

- Campus forums by the Chancellor, OFIE Director, and Faculty Senate
- College bulletin and Chancellor’s Corner newsletter
- SLO Fridays and other activities organized by the assessment coaches

Setting appropriate priorities

The College sets its priorities in the following processes and plans:

- Strategic planning
- Department and Unit Tactical Planning
- ARPD
Analysis and Evaluation

The College meets the standard.

The College broadly communicates the results of all its assessment activities to establish a shared understanding of its strengths and weaknesses and sets appropriate priorities.

The College uses the College website, committees, presentations and forums, bulletins and newsletters, and campus-wide assessment activities. Evidence of a shared understanding of the institutional strengths and weaknesses and priority-setting based on this information includes strategic planning, program review and planning, administrative goal-setting, and budget planning.

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

Evidence of Meeting the Standard

The College conducts continuous, systematic evaluation and planning by integrating program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for programs and services and for human, physical, technology, and financial resources.

Continuous and Systematic Evaluation

The Annual Reports of Program Data (ARPD) and Comprehensive Program Review (CPR) are the primary tools for the College’s continuous and systematic evaluation and planning processes. Since 2016, the Taskstream Assessment Management System (AMS) was procured to provide a centralized, streamlined way to collect and analyze data about student learning outcomes at the course, program, and institutional levels. Strategic planning and annual evaluation of
achievement of strategic plan goals also guide the College in carrying out its mission and improving institutional effectiveness. (ER 19 Compliant)

The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. The College’s program review policy involves two components: 1) Annual Report of Program Data (ARPD); and 2) Three Year Comprehensive Program Review (CPR). All instructional, student services, academic support, administrative services, and continuing education programs collect and evaluate data annually. These data are evaluated in the CPR, which includes an analysis of program alignment with the mission, program strengths and weaknesses, evidence of quality, evidence of student learning, resource sufficiency, and recommendations for improving outcomes. Program review results are used for decisions relating to program improvement, program modification, and budgeting. Taskstream improves the College’s ability to align courses with learning outcomes, collect and analyze data, and track improvement, thereby measuring institutional effectiveness and academic quality. This feeds into planning and resource allocation. (ER 19 Compliant)

In 2016, the College launched the Student Success Pathway Plan (SSPP), a six-phase path to student success, from initial contact with the institution through completion of degree and beyond into workplace and lifetime achievement. Each phase of the plan is aligned with the UH, UHCC, and KCC Strategic Plans, as well as KCC institutional outcomes and measures. Every department, unit, and program at the College is tasked with mapping how their work fits into the pathway and addresses one or more institutional outcomes; resource requests are made to carry out the planned strategic actions. Thus, the SSPP represents a complete integration of planning and resource allocation into a process that leads to improvement of student learning and achievement.

- OFIE website (CPRs)
- UHCC ARPD website (ARPDs)
- Taskstream
- Strategic Plan
- Student Success Pathway Templates - Every department and program planned out a strategy on an SSP Template to meet the SSP institutional outcomes and measures

**Long Range and Short Term Thinking**

The College’s Long Range Development Plan (LRPD) is a 10-year master plan linking the physical planning process with campus programmatic and institutional goals; it also serves as a guide for future project development studies and capital improvement projects. KCC’s LRPD was last approved by the Board of Regents in 2010 after an extensive and collaborative development process that involved campus members as well as community stakeholders. In 2017, the LRPD is scheduled to be reviewed and updated per the UHCC timeline.
The Strategic Plan describes a 6-year plan for meeting performance outcomes set by the UH Community College System. Department and unit 5-Year Budget Plans are another tool for long-range institutional planning. Short-range needs are accommodated by the Fiscal Year Budget Request. Requests for resources must be tied to program and department/unit planning and aligned with the College’s mission. Allocation Request and Proposals Forms (ARFs) may address either short-term or long-term needs. According to the 2017 revised ARF process, all requests must be related to the Student Success Pathways and/or Strategic Plan outcomes. Funded requests require a report at the end of the fiscal year detailing how the allocation improved learning or service outcomes. Administrators are required to meet with constituents to consolidate department/unit requests and reach consensus on top priorities before ARFs are submitted. (ER 19 Compliant)

- KCC Long Range Development Plan
- Strategic Plan 2015-2021
- 5-Year Budget Project Template
- ARF Budget Process Graphic 17-18
- ARF form v2r7

**Analysis and Evaluation**

The College meets the standard.

The College conducts continuous, systematic evaluation and planning by integrating program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for programs and services and for human, physical, technology, and financial resources.

The College engages in systematic planning by means of the ARPDs, CPRs, the Student Success Pathway, and the Taskstream Assessment Management System. Each of these tools are guided by the Strategic Plan, which is annually evaluated to measure institutional effectiveness and achievement of mission. Short- and long-range resource planning has been taking place through the LRPD, Strategic Plan, 5-Year Budget Plan, Fiscal Year Budget Request, and ARFs. The SSP, launched in 2016, more effectively integrates and consolidate all of these various planning tools and documents into a single, more comprehensive process.

The College conducts continuous, systematic evaluation and planning by integrating program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for programs and services and for human, physical, technology, and financial resources.

**EVIDENCE**

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

Evidence of Meeting the Standard

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations with a vested interest in the Mission of the College through its written materials and publications, its online presence, and its public information announcements.

Accurate and Accessible

The mission statement is prominently displayed on the College’s website (kapiolani.hawaii.edu/mission) and is in the course catalog (citation). Information on educational programs (https://www.kapiolani.hawaii.edu/academics/programs-of-study/) and student support services (https://www.kapiolani.hawaii.edu/campus-life/student-services/) can be found on the College’s website and in the course catalog, as well. (https://www.kapiolani.hawaii.edu/admissions/course-catalog/). Program learning outcomes can be found in the course catalog (https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2017-2018-CATALOG_PROGRAMS_A-Z.pdf). This information is also shared in New Student Orientation (NSO (3 NSOs) and NEO. https://www.kapiolani.hawaii.edu/campus-life/student-services/fye/newstudentorientation).

In fall 2016, Faculty Senate issued resolution 1617008 (https://laulima.hawaii.edu/x/0SLXKH) asking to institutionalize a window of at least ten days during which departments and programs may review catalog information for accuracy prior to publication. The Chancellor approved this request June 8, 2017 (https://laulima.hawaii.edu/x/48K1Se). This process decreases the chances of error in the documents and affords more individuals the chance to identify and correct errors.

When the catalog is produced, the Office of Academic Affairs sends all departments a preview copy of the courses and programs sections of the catalog, with a request to proofread applicable sections. This ensures the accuracy and currency of catalog information. The College is currently working on a process whereby the Kuali Curriculum Management System will feed
course and program information directly into catalog production. Kapiʻolani Community College apprises students of all programs, services through a variety of supports including orientation, assessment and matriculation services. (See II.C.)

**Academic Quality and Accreditation Status**

The College provides accurate information to students, faculty, staff, and the public about its accreditation status with the ACCJC ([website](#)) and program accreditors ([link](#)) and catalog ([link](#)). (ER 20 Compliant; See Checklist For Compliance).

**Analysis and Evaluation**

The College meets the standard.

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations with a vested interest in the Mission of the College through its written materials and publications, its online presence, and its public information announcements. The College provides accurate information to students, faculty, staff, and the public about its accreditation status with all of its accreditors, including the ACCJC, through its website and catalog.

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

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**Evidence of Meeting the Standard**

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, and procedures.

**Course catalogs are current and comprehensive**

The College online catalog is annually updated with the latest version published in time for students to use as they register in the spring for fall classes. Current and previous college catalogs are downloadable and printable. The catalog provides precise, current, and accurate information including the following general information ([link](#)). (See Checklist for Compliance, Credit, Program Length, and Tuition)
The catalog (https://www.kapiolani.hawaii.edu/admissions/course-catalog/) also outlines requirements for admission, including the cost of education, such as student fees and other financial obligations. Likewise, the catalog includes requirements for degree and certificate attainment, graduation, and transfer. Lastly, the catalog provides an overview of the major policies affecting students (ER 20 Compliant):

- Academic regulations, such as academic honesty
- Non-discrimination
- Transfer (See Checklist for Compliance, Transfer Policies)
- Acceptance and transfer of credits (See Checklist for Compliance, Transfer Policies)
- Transcripts
- Withdrawal
- Grievance and complaint procedures (See, Checklist for Compliance, Student Complaints)
- Sexual harassment (See Checklist for Compliance, Student Complaints)
- Refund of fees (See Checklist for Compliance, Title IV)

Archived digital collections of KCC Catalogs from 1966 forward are also available on the KCC website.

- https://dspace.lib.hawaii.edu/handle/10790/3

**Varied Instructional Methods**

In the catalog’s Policies and Regulations, the section titled “A Commitment to Integrated Learning and Teaching” states that instruction in all modalities includes “high quality interaction between instructional faculty and students” and “student support services are provided for students in all courses in face-to-face or technology-mediated sessions.” (https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2017-2018-catalog-policies.pdf, page 3)

**Analysis and Evaluation**

The College meets the standard.

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, and procedures.
I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College communicates matters of academic quality to multiple constituents, including current and prospective students and the public, as well as faculty and staff, by systematically publishing the results of student learning and achievement assessments through multiple sources.

The Vice President for Community Colleges presents reports on the University of Hawai‘i Community Colleges Strategic Directions 2015-2021 each semester. The onsite presentation is open to all faculty and staff (link to FA 2016). In addition past Power Point presentations are available on the college web site at http://uhcc.hawaii.edu/OVPCC/index.php under the Presentations tab.

Kapiʻolani CC’s K5.202 Review of Established Programs (revised spring 2013) is based on UHCC System’s UHCCP #5.202 and provides a framework for reporting student learning and student achievement. The program review policy is primarily implemented with two reports, the 1) Annual Review of Program Data (ARPD) (link) and the 2) Three Year Comprehensive Program Review (CPR) (link). These reports discuss assessment of learning outcomes and provide plans for improvement. (ER 19 Compliant)

- Annual Report of Program Data (ARPD)
- List of comprehensive instructional program review by department

The 2015-2016 Scorecard for Kapiʻolani CC is available to the public at the Hawaiʻi Graduation Initiative website. Scorecards provide data on key progress measures such as Time and Credits to Degree, and leading indicators that impact completion. They encourage campuses to set intermediate goals, initiate strategies based on data-driven decision making, and establish a baseline for future performance.

The College collects student achievement data on course success rates (2016-17 Kapiolani Score Card), persistence, completion and transfer and publishes it on the OFIE website (OFIE Website Planning). Achievement data for all and differentiated groups (i.e., Filipino, Native Hawaiian, Pacific Islander, Pell recipients) is provided, consistent with performance measures set forth by the University of Hawaiʻi Community Colleges. (ER19 Compliant.) Assessment
results are communicated to campus and stakeholders through the Chancellor’s Advisory Council (CAC) and CAC listserv.

- CPR policies and reports: http://ofie.kapiolani.hawaii.edu/cpr/ and http://ofie.kapiolani.hawaii.edu/program-review/
- 2016-2017 Strategic Plan Score Card: https://laulima.hawaii.edu/x/07671u
- 2010 through 2017 ACCJC Annual Reports which include program passing rates and job placement rates: https://www.kapiolani.hawaii.edu/accreditation/accjc-annual-reports/

Analysis and Evaluation

The College meets the standard.

The College communicates matters of academic quality to multiple constituents, including current and prospective students and the public, as well as faculty and staff, by systematically publishing the results of student learning and achievement assessments through multiple sources.

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

Evidence of Meeting the Standard

The College describes the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees.

The College provides detailed, clear, up-to-date, and accurate information for all of its degrees and certificates, including their purpose, content, course requirements and expected learning outcomes. The College’s website provides information about its credit and non-credit programs, including degrees and certificates and the purpose of the program. This information is also available through the online college catalog, which includes content, course requirements, and program learning outcomes. The STAR system, a guided pathway system, helps students see what courses they need to take, get suggestions on the order in which to take their courses, learn how long it will take to earn a degree, and register for classes.

- Academic programs web page -- https://www.kapiolani.hawaii.edu/academics/programs-of-study/
- College catalog -- https://www.kapiolani.hawaii.edu/admissions/course-catalog/
Evaluation and Analysis

The College meets the standard.

The College describes the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees.

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

Evidence of Meeting the Standard

The College regularly reviews and posts institutional policies, procedures, and publications to assure integrity in all representations of its Mission, programs, and services.

Policies and procedures include Board of Regent policies (RP 1-12), Office of the President policies (EP 1-12), UHCC policies, and KCC policies. Policies developed by the system indicate whether or not the College should develop and implement its campus interpretation of the policy. Current policies are available on the OFIE web site. In fall 2016 a CAC workgroup was established to develop procedures by which campus policies would be systematically developed, reviewed, and revised. In fall 2017 the CAC voted on accepting a proposed Policy on Policy Development. In the summer and fall of 2017, the CAC evaluated its processes for regular review of policies and procedures. Based on evidentiary review and dialogue with the constituencies, the Council created a calendar of review to ensure currency and relevance of all pertinent policies (link). A detailed discussion of the system manner and methods of regular review is contained in Standard IV.C. and IV.D. (Find policy review process in IV.C.)

Evaluation and Analysis

The College meets the standard.

The College regularly reviews and posts institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College provides students with information about the total cost of attending the College.

The Board of Regents establishes tuition and fees through BOR policy RP 6.201. Information from the cost of tuition to the cost of supplies is readily available in various locations and formats including the college catalog and the college web page titled “Cost of Attendance”. The college bookstore web page publishes the cost of required textbooks.

Program fees and other costs unique to specific programs are included in program descriptions in the college catalog and on program web pages of the college web site. The KCC Catalog (page 40) outlines expenses such as resident and nonresident tuition, cost of course materials and supplies, special professional program fees for nursing, health sciences, and EMS, etc. The Bookstore website lists textbook costs. The KCC Financial Aid Office is responsible for communicating this information to current and prospective students and provides a price calculator for students.

The College’s Class Availability website lists all classes offered by semester and during summer sessions (https://www.kapiolani.hawaii.edu/class-availability/S201810/ART/). Class records include associated cost information. Instructors and lecturers can ask their department secretaries to add the Textbook Cost: $0 designation to their class section in Banner. The description will appear on the class availability website to accurately inform current and prospective students of expenses (link to $0 page). Textbook Cost: $0 classes may incorporate Open Educational Resources (OER), online resources, library resources, faculty-authored materials, or any combination of no-cost resources (https://openkapiolani.wordpress.com/textbook-cost-0/)

Evaluation and Analysis

The College meets the standard. The College provides students with information about the total cost of attending the College.

- https://www.kapiolani.hawaii.edu/paying-for-college/cost-of-attendance/
I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College uses and publishes governing board policies on academic freedom and responsibility, making clear its support for an atmosphere in which faculty and students benefit from intellectual freedom. (UHCCP #5.211) The Board of Regents sets policies on academic freedom. The UHCCP #5.211 Statement on Professional Ethics for faculty, adopted in July 2006, states: “In addition, the College’s commitment to academic freedom for faculty and students is found in the college catalog with the following statement (pg. 27 2016-2017). (ER 13 Compliant)

- University of Hawai‘i Administrative Rules, Title 20, Chapter 2 Statement on Rights and Responsibilities of the University of Hawai‘i Community http://www.hawaii.edu/offices/bor/adminrules/chapter02.pdf
- 5.211 - Statement on Professional Ethics (Faculty)
- University of Hawai‘i Executive Policy E5.211 Ethical Standards in Research and Scholarly Activities http://www.hawaii.edu/apis/ep/e5/e5211.pdf

The University of Hawai‘i includes its commitment to academic freedom and the open pursuit of knowledge in all faculty contracts (Article IX, UH Professional Assembly 2015-2017 contract). (ER 13 Compliant)

Evaluation and Analysis

The College meets the standard.

The College uses and publishes governing board policies on academic freedom and responsibility, making clear its support for an atmosphere in which faculty and students benefit from intellectual freedom.
I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College establishes and publishes comprehensive policies and procedures that promote honesty, responsibility, and academic integrity, including student behavior, academic honesty, and the consequences (UHCCP 5.211 – Statement on Professional Ethics (Faculty), Kapiʻolani CC Student Conduct Code) for dishonesty. For distance education courses, the testing (The UH Board of Regents and the University of Hawaiʻi System set overall policies that articulate the system’s expectations of honesty, responsibility, and academic integrity among all constituencies for the UH System. The University of Hawaiʻi System, UHCC System, and the College have policies that fit within the BOR framework.

DE The Testing Center uses multiple authentication procedures to verify who is taking the test, including a review of the student’s ID and, in the case of online tests, login authentication for online tests. The University of Hawaiʻi course management system, Laulima (Sakai), which hosts many of these online tests, requires authentication of student identity by user ID and password. (DE Plan, p. 22)

Board of Regents policies
- Faculty: UH BOR Policy 12.201 Ethical Standards of Conduct

UH System policies
- Faculty: Conflicts of Interest and Commitment EP 12.214
- Students: Systemwide Student Conduct Code EP 7.208
  - https://www.hawaii.edu/policy/?action=viewPolicy&policySection=Ep&policyChapter=7&policyNumber=208

UHCC System Policies
- Faculty: Statement on professional ethics UHCCP 5.211: http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.211_Statement_on_Professional_Ethics_(Faculty).pdf

Kapiʻolani CC policies
Evaluation and Analysis

The College meets the standard.

The College establishes and publishes comprehensive policies and procedures that promote honesty, responsibility, and academic integrity, including student behavior, academic honesty, and the consequences for dishonesty. The College establishes and publishes comprehensive policies and procedures that promote honesty, responsibility, and academic integrity, including student behavior, academic honesty, and the consequences for dishonesty.

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

Evidence of Meeting the Standard

Faculty distinguish between personal conviction and professionally accepted views in a discipline. Faculty Senate discussions focus periodically on the notion of opinion versus fact. In additional, department meetings and faculty evaluations consider the notion of free and open exchange of ideas in and out of the classroom. (evidence of discussions in department meetings and faculty senate.)

Analysis and Evaluation

The College meets the standard.

Faculty distinguish between personal conviction and professionally accepted views in a discipline.
I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public educational institution, part of the University of Hawaiʻi System, KCC is an open access learning institution that does not attempt to instill any specific beliefs, faith-based world views for its students, staff, faculty, and administrators

Analysis and Evaluation

The College meets the standard.

The College gives clear notice of its codes of conduct of staff, faculty, administrators, and students, including statements in the catalog and/or appropriate faculty and student handbooks.

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

Evidence of Meeting the Standard

The College does not operate in foreign locations; this standard is not applicable.

Evaluation and Analysis

Not applicable
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission and is committed to maintaining this compliance in the future.

This is best evidenced by the decades of timely submission of accreditation self-studies, responsiveness to accreditation concerns and recommendations, and positive accreditation reviews (https://www.kapiolani.hawaii.edu/accreditation/). Most recently, as of the 2012 Accreditation Self Evaluation Report, the College effectively responded to nine recommendations by 2014 through the collaborative work of the Chancellor, the Authorized Governance Organizations, faculty, staff, and students (https://www.kapiolani.hawaii.edu/accreditation/accreditation-archives/). The College has an Accreditation Liaison Officer who updates the college community. Documents from earlier accreditation cycles, including action letters and evaluation reports are posted on the college website and/or are kept in the office of the Accreditation Liaison Officer. (ER 21 Compliant)

Evaluation and Analysis

The College meets the standard.

The College complies with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission and is committed to maintaining this compliance in the future.

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

The College demonstrates integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself consistently to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21 Compliant)

The College has many decades-long working relationships with external agencies for practicums, clinicals, internships, externships, and fieldwork. It has ongoing agreements with external grantors, including Federal and state agencies. The length and strength of these relationships reflect the College’s honesty and integrity in its work with external agencies. For example, Kūlia ma Kapiʻolani is part of the Native Hawaiian Career & Technical Education project, funded through a grant from the U.S. Department of Education. This program has been in existence for over 20 years and has recently been extended ((https://www.kapiolani.hawaii.edu/campus-life/student-services/kulia-ma-kapiolani/)

In addition, KCC partners with the The Hawai‘i P-20 Partnerships for Education, a State Department of Education initiative, supporting early college admissions through the Early College High School Program. Early College brings University of Hawai‘i instructional faculty into public high schools to teach college-level coursework and enables participating students to earn credit to satisfy requirements at both. As of 2014, the College has had MOAs with several community high schools.

- Kaimuki High School

The College has Master Agreements with a number of the major hospitals in the state. These Master Agreements generally are periodically reviewed by UH General Counsel and the hospital’s legal team. Master agreements with hospitals may cover several programs, including Nursing, Emergency Medical Technician Program, Respiratory Care Practitioner Program, Medical Laboratory Technician Program, Occupational Therapy Assistant Program, Dental Assisting Program, and Physical Therapist Assistant Program. ( )

Dental Assisting, for the last 50 years, has had working agreements with over 30 private practice and community health clinics ( ). Rad Tech ( ) has had relationships with large private radiography groups for over 40 years. Other programs such as Medical Assisting, MLT, OTA, and PTA work with private services such as Diagnostic Laboratory Services, Clinical Labs of Hawai‘i, Queen’s Hospital, Castle Hospital, and Tripler Army Hospital.

The College, as a Native Hawaiian serving institution, has had a decades-long relationship with the Federal Department of Education’s Title III Program to strengthen programs that promote and support student success. Currently the College has received approximately $16 million in funding.
The College responds responsibly and in a timely fashion to program accreditor concerns. For example, the Dental Assisting Program received, from the Commission on Dental Accreditation, several recommendations following an October 2014 site visit. The issues were addressed as soon as the recommendations were made official and the program’s accreditation status was changed to “approval without reporting requirements” in February 2016 (https://laulima.hawaii.edu/x/rbtHj9).

Program accreditation status can be found at official accrediting sites, for example,
- NAACLS for Medical Lab Technician
  https://www.naacls.org/Find-a-Program.aspx?state=Hawaii
- ACOTE for Occupational Therapy
  https://www.aota.org/Education-Careers/Find-School/AccreditEntryLevel/OTAPrograms.aspx
- CAPTE for Physical Therapy
  http://aptaapps.apta.org/accreditedschoolsdirectory/AllPrograms.aspx?UniqueKey=
- JRCERT for Radiography
  https://portal.jrcertaccreditation.org/accredited-educational-programs/details/8cabb6e4-66f7-485a-bf49-9f408d51ed27

Lastly, the College communicates its ACCJC accreditation status with the community using its College website (link).

**Evaluation and Analysis**

The College meets the standard.

The College demonstrates integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself consistently to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

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

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**Evidence of Meeting the Standard**

The College is committed to high quality education, student achievement, and student learning above all other objectives. All employees, including faculty, sign conflict of interest statements annually (link to document or Std. IV.C. ). Employees must disclose employment at noncollege
locations. The UHCC has an independently elected Board of Regents that have only oversight and directional authority. Administration of all policies reside the the chief executive officer. Similarly, the Chancellor signs a conflict of interest statement as well as members of the UHCC system administrative offices and the UH Board of Regents. Violations of the conflict of interest statements are enforced through existing employment contracts and other legal remedies available to the College. (Consequences for Violations of the Conflicts)....(https://www.hawaii.edu/offices/bor/bylaws/bor_bylaws.pdf)

Evaluation and Analysis

The College meets the standard.

The College is committed to high quality education, student achievement, and student learning above all other objectives.

EVIDENCE

- list to be included later