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

II.A. Instructional Programs

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

Evidence Of Meeting The Standard
All instructional programs, regardless of location or means of delivery, are offered in fields of study that align with the College’s mission, are appropriate to higher education, and culminate in achievement of student learning outcomes, degrees, certificates, employment, and transfer to other higher education programs.

Our Courses and Programs
As a full-service community college, KCC offers the well-established curriculum of a two-year institution. (II.A.1-2). The courses and programs are established under system and college policies and procedures. Academic soundness of proposed and provisional programs and their appropriateness to both university-wide and campus missions are reviewed and all instructional programs at the College are offered in fields of study consistent with the College’s mission (II.A.1-1).

The College follows traditional program expectations including:
- All associate degrees are a minimum of 60 credits of college-level courses.
• Pre-professional associate degrees are equivalent to the first two years of a baccalaureate study (transfer pathway). These degrees are aligned with and articulated with baccalaureate majors at the University of Hawai’i at Mānoa.
• Academic Subject Certificates in Associate in Arts degrees are comprised of transfer-level courses with a coherent focus of study (II.A.1-3).
• Associate in Science degrees in career and technical education (CTE) prepare students for entry-level positions in the workforce and, in some cases, for baccalaureate transfer pathways. Program outcomes and curricula in CTE areas are presented to advisory boards for alignment with employers’ needs.
• Certificates of Achievement in CTE disciplines and credit and non-credit Certificates of Competence are offered to meet the workforce needs of regional and state businesses and employers.
• Pre-collegiate, foundation skills education are offered for second language learners and those who enroll unprepared to produce collegiate-level work (II.A.1-2).

Course Numbering Conventions facilitate and promote transparency and standardization of course numbering across the University of Hawai’i Community Colleges. This policy also clearly specifies that courses within the UH system will transfer as baccalaureate-level credit. The College also offers a variety of courses through distance education, either online or in a hybrid format. In order to fully address these efforts, a separate Distance Education Plan was developed to address the manner and method of supporting and expanding digital platforms for learning (II.A.1-4).

All courses and programs have defined student learning outcomes (SLOs) that are consistent with the College’s mission and are documented in the College catalog (ER 9 Compliant). Importantly, all learning expectations are incorporated in course outlines which set forth course expectations for learning and success (II.A.1-5). All course learning outcomes are mapped to program outcomes. Program outcomes are assessed on a regular basis and the results are documented in the Annual Reports of Program Data (ARPD) (II.A.1-6). In addition, students must earn a grade of “C” or higher in all courses required in a program to be eligible to graduate with a degree or certificate, thereby assuring that students attain a satisfactory level of mastery of course and program outcomes (II.A.1-7).

Every course has specific and measurable SLOs regardless of location or modality. Both program and institutional SLOs are listed in the Catalog. To ensure that all students are provided with SLOs for every course, an action request to the Faculty Senate has been submitted in Fall 2017. Continuous dialogue is currently taking place to determine a process to link course SLOs to assessment methods (II.A.1-8).
The College ensures that programs and services are high-quality and appropriate to the mission through several College processes, including the Annual Review of Program Data (ARPD), a cyclical 5 year curriculum review process that includes review and approval of program and student learning outcomes (KSCM), and review of assessment instruments by discipline faculty during the process of outcomes assessment (ER 11 Compliant) (II.A.1-9). Until Fall 2016, the results of outcomes assessment were documented in Course Learning Report, archived in digital format in departmental folders. Since that time, results are archived in Taskstream (II.A.1-10).

The Hawai‘i Graduation Initiative, one of the University’s strategic initiatives, puts a focus on student achievement. The College’s Strategic Plan also includes achievement measures, which are monitored and documented annually. Furthermore, in 2015, the UHCC System created a Student Success Council (II.A.1-10.1) to focus on attaining student success outcomes. One of the first outcomes that the Council focused on was improving students’ achievement toward degree completion. To accomplish this, the UHCC system passed a policy (II.A.1-11) and provided resources to the College to successfully implement this policy (See Standard II.A.4.)

ANALYSIS & EVALUATION

Kapi‘olani Community College meets this standard. All instructional programs, regardless of location or means of delivery, are offered in fields of study that align with the College’s mission, are appropriate to higher education, and culminate in achievement of student learning outcomes, degrees, certificates, employment, and transfer to other higher education programs.

II.A.2. Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

EVIDENCE OF MEETING THE STANDARD

All faculty ensure that the content and methods of instruction meet academic and professional standards and expectations by systematic evaluation and improvement to their courses, programs, and related services to assure currency, improved strategies, and promotion of student success.
Methods of Teaching

The College’s faculty are responsible for ensuring that the content of all credit courses and certificate and degree programs, including career technical education and distance education, meet accepted academic and professional standards and expectations. In order to manage this process, faculty uses the Kuali Student Curriculum Management System (KSCM) (II.A.2-2).

Through KSCM, faculty input mandatory elements for the College’s catalog (II.A.2-3) and student information: (a) course title, (b) contact hours, (c) type of course (i.e., lecture, lab, studio), (d) course description, (e) requisites, (f) student learning outcomes, (g) recommended preparation, and (g) special comments. Besides these elements, every level of reviewer, including the College’s Faculty Senate Curriculum Committee, who is one of the primary reviewers of all course and program proposals (II.A.2.4),

Additionally, to further ensure that course and program submittals meet accepted academic and professional standards and expectations, there are multi-layers of reviews, depending on the type of submission (i.e., modification, new, experimental). For example, if a faculty is submitting an experimental course for approval, the proposal goes through three levels of review. If a faculty is submitting for an approval of a new course, the proposal goes through ten levels of review. New certificates and programs go through a much more comprehensive and lengthier review and approval process. The College’s K5.201 Curriculum Review Guidelines and Timeline - Section E: Levels of Review outlines the different levels of review according to the type of approval the faculty are seeking (II.A.2-4). The KSCM built-in workflow shows the status of the proposal’s current level review and courses and/or programs approval status. In addition, the College’s Curriculum Committee training materials provide guidelines for faculty to be successful in submitting their course and program proposals (II.A.2-5).

As evidenced in its meeting minutes and end-of-semester reports (II.A.2-5), the Curriculum Committee conducts a thorough review of curriculum and carries out robust discussions about the quality of each course and program proposal. Once the Curriculum Committee approves curriculum, the Faculty Senate, the Vice Chancellor of Academic Affairs, and the Chancellor also review and approve all curriculum submissions. New certificate and degree programs also are reviewed and approved by the above entities, and final approval is given by the University of Hawai’i’s Board of Regents (II.A.2-6). Extensive feedback, as needed, is provided at each level of review (II.A.2-7).

In spring 2016, to improve the documentation of student learning and demonstrate continuous improvement in assessment, the College adopted Taskstream, a cloud-based assessment management tool. Through Taskstream, faculty align their instructional strategies and methods of evaluation to course SLOs, program learning outcomes (PLOs), general education outcomes, and institutional learning outcomes (ILOs) (II.A.2-8). As faculty create and examine this alignment, they are able to see if their methods are sound or if improvements
need to be made, prior to implementation. Once implemented, faculty are able to assess the effectiveness of their selected methods.

**Continuous and Systematic Improvement**

Faculty ensure currency and quality of their course and program content and delivery by submitting their programs and courses through a multi-level rigorous review and approval process at least once every five years, as stated in the College’s K5.201 Curriculum Review Guidelines and Timeline - Section C: Currency of Curriculum (II.A.2-1).

Furthermore, faculty are required to regularly and systematically review their programs (both instructional and non-instructional) and services as part of their Annual Program Data Review (ARPD) and their Comprehensive Program Review (CPR) processes (II.A.2-10, II.A.2-11), as established by UHCCP #5.202: Review of Established Programs. UHCCP #5.202 states that “All programs shall prepare annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once every five years in accordance with the schedule established by the College (II.A.2-12).” Program deans are responsible for reviewing the effectiveness of the system Program Review process and recommending changes to improve the outcomes of the process. The vice chancellors, deans and/or program directors are responsible for reviewing the measures and content (i.e., program health indicators, benchmarks, recommendations of improvement, achievement of outcomes) of the program review in their respective areas and for ensuring that the review provides the information necessary for program assessment and improvement. Extensive feedback, as needed, is provided at all levels of review.

In both the ARPD and CPR review processes, department chairs, program coordinators/directors, faculty, and, in applicable cases, advisory council and community members, have rich dialogue about best practices, current trends, up-to-date teaching and learning strategies, improvements, etc. to promote program and student success (II.A.2-14). Information gathered from these discussions is used to inform program decisions and requests for resources as represented in the Comprehensive Program Reviews for Library & Learning Resources (II.A.2-15); Medical Assisting Program (II.A.2-16); Student Affairs (II.A.2-17); and Natural Sciences (II.A.2-18)

Two prime examples of informed program decisions resulting in additional resources and curricular innovations and improvements are: (1) the foundational English and math redesign and integration (II.A.2-19); and (2) the increased number of course sections using Open Educational Resources (OER) (II.A.2-21). Other curricular advancements that demonstrate the faculty commitment to continuous improvement and the promotion of student success are: (a) the creation of Advanced Professional Certificates in Culinary Management, Hospitality Management, and Information Technology Management (II.A.2-20); (b) and the completion of
baccalaureate degrees through articulation agreements where lower-division courses are counted as equivalent to upper-division courses (II.A.2-22).

Finally, the College has a Faculty Professional Development Committee (II.A.2-23), where faculty can request funding for professional development training and opportunities to engage in deep conversations about teaching and learning and best practices with their local, national, and international colleagues. Other opportunities to improve courses include C4ward (II.A.2-24), URE (II.A.2-24), e-portfolios (II.A.2-25), Hawai‘i placed-based learning (II.A.2-26).

**ANALYSIS AND EVALUATION**

Kapiʻolani Community College meets this standard. All faculty ensure that the content and methods of instruction meet academic and professional standards and expectations by systematic evaluation and improvement to their courses, programs, and related services to assure currency, improved strategies, and promotion of student success.

The College is widely and consistently engaged in dialog centered on the review and improvement of course and program curricula to meet academic and professional standards. Kuali Student Curriculum Management System (KSCM) and Taskstream currently serve as the College’s repository of program descriptions, discussion of teaching methods, SLOs, PLOs, ILOs and assessment data on all courses and programs. An extensive review of course and program proposals includes scrutiny of the course description, content, contact hours, type of course, SLOs, methods of instruction, methods of evaluation, and texts/materials, along with rationale for proposal, resources needed, alignment with the College’s Strategic Plan, impact to other departments or programs, etc. The review processes of the Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR) further provide for systematic evaluation and improvement of programs and services to ensure currency, improved strategies, and promotion of student success. Faculty receive extensive feedback at multiple levels, including the highest level from the University of Hawaiʻi’s Board of Regents, when warranted, to ensure quality and the achievement of academic and professional standards and expectations.

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

**EVIDENCE OF MEETING THE STANDARD**

The College has established procedures to regularly identify and assess learning outcomes for courses, programs, certificates, and degrees. This is accomplished through officially approved
current course outlines that include individual student learning outcomes for each course. Every class section receives a course syllabus that includes learning outcomes which are based on the College’s approved course outlines (II.A.3-1).

**Program Assessment**

The College has established college and systemwide policies and procedures for identifying and assessing learning outcomes at the course, program certificate, and degree levels. (II.A.3-1); (II.A.3-2). The College’s Course Level Assessment Plan (approved by the College’s Faculty Senate on February 1, 2016) (II.A.3-4, II.A.3-5), Comprehensive Program Reviews (CPRs) (II.A.3-6), and Annual Report of Program Data (ARPD) (II.A.3-7) also have established guidelines and/or requirements to identify and assess learning outcomes.

At the program level, the above policies require that programs: (a) assess whether or not students are meeting program objectives, accompanied by a summary of evidence; (b) analyze degree completion and retention data with actions to increase these areas, if warranted; (c) report performance on outcomes, key benchmarks, external factors, and plans for improvements; and (d) examine quality of program indicators (e.g., student performance on external exams, alignment with economic demand, student employer satisfaction). All programs are required to complete an annual report of program data and performance on the above areas, and a comprehensive program review at least once every five years. (II.A.3-8)

**Course Assessment**

At the course level, the College embraces assessment as a means to systematically examine the degree to which students attain the course learning outcomes as evidenced through demonstrated student learning. Faculty collectively engage in a formal process of evaluating student performance on signature assignments (II.A.3-9), projects (II.A.3-10), and/or embedded questions on exams (II.A.3-11); and then fine tune some aspect of the course/curriculum, when applicable, with the ultimate purpose of improving overall educational quality and achieving improved student learning (II.A.3-12). Assessment results may suggest curriculum modifications, exploration of various pedagogical tasks, and/or adjustments to assessment practices; the end result is an iterative cycle of improvement. Courses complete an assessment cycle every five years. (II.A.3-13)

All active courses have a five-year Course Assessment Plan (CAP) on file in their respective departmental website (or other departmental archive, as appropriate) (II.A.3-14). All active courses also archive their Course Learning Reports (CLRs) within this website (II.A.3-15). The CLRs on file for each course are in accordance with the plan laid out in the CAP. CAP and CLR information are reflected in each department’s Learning and Assessment Schedule and Report (LASR) (II.A.3-16). Completion and submission of these reports conforms to a specific schedule (II.A.3-17).

Department chairs and/or program/discipline coordinators ensure that faculty members responsible for assessing learning outcomes in their courses have a Course Assessment Plan (CAP) on file and follow the plan outlined in it. In addition, faculty are supported by
department colleagues and/or the College’s assessment coaches (II.A.3-16) when completing Course Learning Reports (CLRs) so that all necessary information is provided.

In order to ensure that the process of course-level assessment of student learning is meaningful and manageable for program/discipline faculty, programs and disciplines choose from several options, delineated in the Course Level Assessment Plan (pgs.3-4; II.A.3-17). In addition, faculty apply the follow a six-step assessment process for each course learning outcome (II.A.3-18).

In spring 2016, the College adopted Taskstream (II.A.3-25), a cloud-based assessment management system which includes an in-depth, customizable system specific to assessing student learning outcomes. The College invested in Taskstream to better capture and effectively use assessment results in course, program, and College planning processes. Prior to the adoption of Taskstream, assessment information was reported in two ways: (a) through Curriculum Central (the College’s former curriculum management system; and (b) via word documents, which were archived on each department’s repository site, (II.A.3-26). Consequently, both avenues resulted in assessment information and the process of such information remaining static. Currently, faculty are at different stages in using Taskstream. Some are inputting their course and program information into this new system, (b) mapping their SLOs to PLOs and/or general education outcomes, (c) linking their SLOs to their assessment methods; while others are developing their assessment plans, reviewing their results, and implementing improvement strategies to increase student success.

Course student learning outcomes (SLOs) are aligned/mapped to program learning outcomes (PLOs) and general education outcomes in Taskstream (II.A.3-19). The PLOs are further aligned/mapped with the College’s Institutional Learning Outcomes (ILOs) (II.A.3-20). As noted in Standard II.A.1, all instructional programs have established SLOs and PLOs which are published in the College catalog (II.A.3-21). As discussed in Standard II.A.2, the College has a multi-level process to review course proposals that must include SLOs in order to be approved by the department, Curriculum Committee, Faculty Senate, administrators, and if applicable, other key entities (e.g., Foundations Board, General Education Board, External Advisory Committee). Additionally, Standard I.B.2 outlines the structure of the College’s SLOs, and Standard I.C.3 provides information as to the dissemination of information related to SLOs.

Course SLOs are stated on course syllabi (II.A.3-22) and are also housed in the College’s curriculum management system (II.A.3-23). Course syllabi for students are created using the course outline on record. These outlines establish the baseline standard for content, including SLOs, and methods of instruction and assessment for all courses. In addition, some course outlines are tied directly to program accreditation. For example, Culinary Arts is accredited by the American Culinary Federation, which sets national standards for culinary arts educational programs.

Acting on Findings

At both the course and program levels, all department and discipline faculty are responsible for (a) collaboratively developing learning outcomes; (b) creating and implementing plans and
methods for assessment; (c) assessing student achievement of outcomes, (c) dialoguing about the results, and (d) generating and carrying out improvement strategies to increase student success. A wide variety of assessment methods are used to measure learning outcomes such as research assignments, field projects, presentations, demonstrations, portfolios, and examinations. While faculty continually engage in assessing student learning, as stated earlier, assessment occurs on a five-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success. Assessment results are also used to inform program reviews (II.A.3-24).

**ANALYSIS & EVALUATION**

The College meets the standard. The College has established procedures to regularly identify and assess learning outcomes for courses, programs, certificates, and degrees. Officially approved current course outlines include individual student learning outcomes for each course. Every class section receives a course syllabus that includes learning outcomes that are based on the College’s approved course outlines.

The College has incorporated learning outcomes systematically as part of course, curriculum, and program review processes to ensure continual improvement for student learning and student success. Students receive course syllabi that include student learning outcomes consistent with those stated on course outlines. All course SLOs are also published in the College’s catalog. The College has adopted and is currently transitioning to Taskstream to improve and manage student learning outcomes processes, mapping to PLOs, general education outcomes, and ILOs, and increasing the connection of assessment results to program improvement.

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

**EVIDENCE OF MEETING THE STANDARD**

The College’s distinguishes pre-collegiate level curriculum and provides students with the necessary knowledge, skills, and supports to progress and successfully complete the college-level curriculum.

**Helping Students Become College-Ready**

UHCC Policy #5.300 (II.A.4-1) distinguishes pre-collegiate level curriculum (not transferable to the baccalaureate level) from college level curriculum through its required Course Numbering Convention. This system policy facilitates transparency and promotes standardization of
course numbering across the UH Community Colleges. The College’s catalog (II.A.4-2) also indicates pre-collegiate curriculum from college-level curriculum through its course-numbering system (II.A.4-3).

Since its inception, the College has continually focused on serving pre-college students, specifically, in English and Math. Students placing into a pre-college ENG or MATH course selected pathway were required to complete at least two levels of courses before entering a college-level ENG or MATH course. For example, if a student placed in a pre-college MATH course, he/she would need to successfully complete MATH 24 and MATH 25 before taking MATH 100 or higher. Reports on this practice indicated (1) students were taking pre-college courses multiple times before passing; and (2) the student rate of persisting to a college-level ENG and MATH course was consistently very low (II-A.4-4). In addition, below college-level courses were not coordinated across the UH system with common course titles, numbering, and learning outcomes.

In fall 2016, the UH Community College system made the decision to adopt a co-requisite model where pre-college courses were offered together with a college-level course with additional tutoring. This required the College to make a structural change to dissolve its pre-college program, Kahikoluamea, and re-integrate faculty teaching foundational math and English back into the math/sciences and English departments. In addition, the UHCC system started the standardizing of course titling, numbering, and SLOs. (II.A.-4)

Movement Toward a Co-requisite Model

Guidelines and practices provide the necessary support to help students succeed in college-level courses through a co-requisite model(s) to shorten the time to completion (II.A.5) The College shifted towards an accelerated, co-requisite model. Rather than taking developmental courses as a prerequisite to college-level courses, students enroll in the college-level courses concurrently with a supplemental course. Students are now able to complete developmental and college-level courses within one year if they were placed two levels below college or within one semester if they were placed one level below college. In addition, the policy requires that students complete college-level English and Math within their first 30 credits (II.A.4-6). System policies now accelerate students’ progress to college-level English and math courses and ENG and MATH faculty across the UHCC system worked toward same course titles, numberings, and learning outcomes. Furthermore, new options for placement were introduced. Accuplacer replaced COMPASS as the standardized testing instrument and multiple placement options were introduced (e.g. high school GPA, course grades in selected high school courses). These multiple options made it possible for Colleges to select the option that most benefitted students’ placement levels. For a detailed coverage of the English pathway, see, (II.A.4-7) and for Math II.A.4-8)
The College directly supports students in learning the knowledge and skill necessary to advance to and succeed in college level curriculum.

English

Faculty teaching both developmental and college-level courses have aligned the outcomes of the two courses in designing the co-requisite classes such as the Accelerated Learning Program (ALP) (II.A.4-6), where the developmental English course (ENG 22) and the college-level courses (ENG 100) are taught in the same semester and the newly developed and implemented (in Fall 2016) ENG 197X experimental course (II.A.4-7) that fosters reading, non-cognitive skills development and study skills to assist in college level coursework, alongside ENG 100, a college-level course. Prior to the above co-requisite pathway, data on ENG completion taken from 2012-2015 Annual Reports on Program Data (ARPDs) show that historical success rates for students placing one-level below the college level (II.A.4-8). Data from Fall 2016 for the new accelerated, co-requisite model indicate that student completion rates increased (II.A.4-9).

As a result of continual discussions (II.A.4-10) of this new model and its results (II.A.4-11), the English faculty decided to remove and redesign the co-requisite model of ENG 22 and ENG 197X to ENG 98/ENG 100 to improve the success of developmental and transfer-level English (II.A.4-13). This model, scheduled to be implemented in Fall 2017, allows for:

- Continued completion of ENG 100 in the first academic year
- Greater focus on the discrete skills such as reading and evaluation needed in ENG 100
- Integrated career and major exploration writing assignments
- Exposure to and practice using the behaviors needed for college success like time management and utilizing support services – tutoring and advising
- Reduced credit cost and credit/no credit grading
- Integration of support services, a common assessment tool, embedded tutoring

This model will be implemented in Fall 2017.

Purpose First Pilot with ENG 98/ENG 100 Co-Requisite Model

In Fall 2017, Hawai‘i was one of five states chosen by Complete College America (II.A.-13) to participate in Purpose First. Purpose First enables students to pursue their college goals with a strong sense of purpose and increased motivation, enhanced confidence that a chosen program of study matches academic and personal strengths, and a clear understanding of future career opportunities (Complete College America, December 12. 2014 - http://completecollege.org/purpose-first/) (II.A.14).

To directly support students in gaining the knowledge and skills necessary to advance to and succeed in college-level curriculum, the College has integrated career development into first-year English courses in the Engage and Learn phases of the College’s Student Success Pathway. This pilot enrolled a cohort of students in the ENG 98/ENG 100 co-requisite courses in Fall 2017. Students who place in developmental English may enroll in these courses designed to help students complete ENG 100 in one semester. Fourteen sections of ENG 98/100 were
offered. English faculty integrated career and major exploration into course writing assignments. Fourteen counselors, including the FYE Coordinator, delivered career interventions for all 14 course sections. The Hawai‘i Industry Sectors website was also introduced to inform students of regional labor market demands and trends to further align career and major selection.

**Math**

To comply with UHCC Policy #5.213 and support students in gaining the knowledge and skills necessary to advance to and succeed in college-level curriculum, the College replaced the developmental MATH courses (e.g., MATH 24, 25, 81) with specific MATH course co-requisite sequences to accelerate student progress through the MATH sequence and to create clear STEM and non-STEM pathways for students (II.A.4-15). To illustrate, students placed two levels below college level pursuing or interested in non-STEM majors take MATH 75X, and if successful, pass directly into college-level MATH. Students placed two levels below college level pursuing or interested in STEM majors take MATH 82, and if successful, pass directly into college-level MATH, thereby reducing the previous three-semester sequence to two semesters. Students who place one level below college-level MATH courses enroll directly into the college-level course STEM (MATH 103) or non-STEM course (MATH 100, 111, 115) and are required to take MATH 78 or MATH 88, the companion course related to their STEM or non-STEM course, respectively, thereby reducing a two-semester sequence to one semester. The point of the redesigned developmental courses is to shorten the pipeline into transfer-level courses for students who start college underprepared.

Prior to the afore-mentioned co-requisite pathways, data from the 2012-2015 Annual Reports on Program Data (ARPDs) on MATH completion showed that historical success rates for students placing one-level below the college MATH level was 54-57% (II.A.4-16). The success rate for students placing two levels below was 48-56% for the same time period. Data from Fall 2016 for the new accelerated, co-requisite model indicate that student completion rates increased (II.A.4-17). Each semester, the faculty are continuously discussing the results to refine the current model to increase student success. For example, MATH faculty are currently examining EDReady as an alternate option for placement tool (II.A.4-18).

The credit hours for co-requisite courses are determined in the same way as college-level courses. To better support successful student completion of the co-requisite courses and the implementation of the ENG and MATH models, all co-requisite courses are offered face-to-face. New Student Orientations and First Year Experience help with dissemination of this information. Counselors also meet with students to assist them to fulfill their academic priorities in the most efficient manner.
The College has criteria and processes for offering continuing and community education, study abroad, short-term/contract training, and international education.

Continuing & Community Education

The College offers courses, programs, and training in continuing and community education based upon: a) analysis of labor market trends; b) analysis of workforce needs and gaps; c) strategic and tactical plan goals, objectives; d) program and student learning outcomes; and e) input and requests from advisory councils, stakeholder groups, and professional associations.

Courses, programs, and training are proposed via a non-credit request form (II.A.4-19), which documents the course description, employment objectives, student learning outcomes, requirements, and justification (II.A.4-20). The delivery mode and location of the proposed courses, programs, and trainings depend on the subject matter and target audience, as well as student learning outcomes. Curriculum must include student learning outcomes and assessment methods, as well as meet criteria indicated by the above course request form or Certificate of Competence requirements delineated in UHCCP #5.203, if applicable (II.A.4-22). These documents are submitted for review and approval by the requestor to the unit head, appropriate program Dean, and the Dean of Community and Continuing Education (II.A.4-23).

International Education: Study Abroad Programs & Contract/Short-term Training

The College’s Honda International Center (HIC) is tasked with facilitating and implementing Kapi’olani Community College’s commitment to international education and thus provides international students with various services including admissions, orientation, registration, assistance with the transition to college, academic advising, career counseling, information regarding visa regulations, health insurance and housing, and any issues that may arise from students’ living and studying in Hawai’i. HIC also coordinates the criteria and processes for international study abroad agreements and scholarship programs, customized contract educational and training programs, and international student exchanges (II.A.4-24) including the Freeman Foundation Scholarship Program (II.A.4-25); short term summer abroad (II.A.4.26); short term contract training (II.A.27)

Analysis & Evaluation

The College meets this standard. The College’s distinguishes pre-collegiate level curriculum and provides students with the necessary knowledge, skills, and supports to progress and successfully complete the college-level curriculum.

The College also offers continuing and community education, study abroad, short-term/contract training, and international education; and has criteria and processes for offering these courses, programs, and opportunities for students to enroll and participate in.
II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

**Evidence Of Meeting The Standard**

*Appropriate Length, Breadth and Depth*

The Board of Regents Policy, RP 5.201 (Instructional Programs, II.A.5-1) addresses the requirements for establishing new programs. To receive approval from the Board of Regents, all new programs must respond to the questions about objectives, functioning, efficiency and effectiveness. These requirements ensure that a new program aligns with the mission and goals of the institution, that there are clear objectives, that the curriculum and academic support are organized to meet the program goals, and that the institution has appropriate resources for success. This policy further ensures that programs are (a) systematically assessed to improve teaching and learning, advance attainment of student learning outcomes, and assure currency; and (b) comprehensively reviewed every five years, but reviewed at any time, when necessary.

The College’s Comprehensive Program Review (CPR) policy (K5.202) complies with BOR Policy (Review of Established Programs) and outlines the process whereby programs are assessed to determine improvements, strengths, and needs regarding areas such as SLOs, curricula, goals/objectives, budget, resources, faculty, technology, and facilities/space. The most recent review cycle ended in 2015-2016 (see Standard I.B.5. for details) and new CPRs for 2016-2021 have been developed (II.A.5-7).

UHCCP #5.203 (Program Credentials: Degrees and Certificates, link) ensures that all degrees require a minimum of 60 credits. This system-wide policy sets credit requirements for various certificates. UHCCP #5.200 ensures that all programs, regardless of mode of delivery, include a minimum of 15 credits of General Education, one course in each of the following areas: communication, quantitative reason, arts and humanities, natural sciences, and social sciences. Associate in Arts degrees consist almost entirely of General Education courses, with 12 credits in the Foundation areas (writing, quantitative reasoning, and global-multicultural issues) as well as 19 credits in three major discipline areas: Arts and Humanities (6 credits), natural sciences (7 credits) and Social Sciences (6 credits). All two-year degrees include introductory-level courses numbered 100-199, which, in most cases, serve as prerequisites for 200-level courses, which allow students to develop depth of knowledge in the disciplines. All degree programs consist of a focused study in at least one area of inquiry, as in Associate in
Science degrees or certain Associate in Arts degrees, or in an established interdisciplinary core, as in the Associate in Arts in Liberal Arts degree.

All of the College’s Career and Technical Education programs are accredited or endorsed by professional agencies. These professional organizations further prescribe the length, breadth and depth of degrees and programs to meet industry and workplace standards.

**Rigor, Sequencing, and Time**

According to UHCC Policy #5.203, the College’s associate degrees and certificates require a cumulative 2.0 GPR or higher. Degrees further require that students must earn a “C” or higher in each major course required for the degree. All degrees and certificates also require an evaluation of student work indicating that course and program outcomes have been met (II.A.5-9). Semester credits or equivalent and requirements for each degree program, including certificate programs, are maintained in the College’s curriculum management system (see Standard II.A.2 for details) and published in the College’s catalog (II.A.5-10). The College does not offer baccalaureate degrees.

The College’s multi-level and rigorous development, review, and approval process, facilitated by the College’s Faculty Senate Curriculum Committee, further ensures that all courses, degrees, and programs are developed by faculty experts in the discipline as well as other key stakeholders (e.g., advisory board members, external accrediting bodies, administrators). This extensive review informs discussion through each level of the process regarding appropriate content, outcomes, assessment methods, and rigor. Instructional and evaluation methods, as well as course sequencing in program proposals are also thoroughly examined (see Standard II.A.2 for details).

The review and approval process is the same regardless of mode of delivery, whether the course or program is delivered face-to-face or via distance education (DE). However, newly proposed and existing DE courses must meet a set of best practices before being offered in this delivery method (II.A.5-5). Department chairs and faculty members discuss and determine whether courses and programs are offered in DE mode, using a set of suggested procedures and a DE Eligibility Worksheet, approved by the Faculty Senate DE Committee in Fall 2017 (II.5-6).

Additionally, the College’s General Education Board, in collaboration with department faculty and the Curriculum Committee, ensures compliance with ER 12 (General Education) by verifying that all degree programs integrate a substantial component of general education which (a) fosters breadth of knowledge and stimulates intellectual inquiry; (b) explores fundamental areas of knowledge; and (c) encompasses levels of quality and rigor appropriate to higher education (II.A.5-7).

Recent implementation of the STAR GPS registration system required a thorough analysis of course sequencing in all the two-year degree programs. From 2014-2016, instructional and counseling faculty collaborated to review each two-year degree to detail the course sequences, semester-by-semester, that will optimize student completion of degrees and
certificates in a timely manner. These detailed plans were then formalized into rules and input into the STAR program, which now directs students’ choices of courses when they register. The choices presented to students are determined by the optimal sequences developed by the faculty.

**Synthesis of Learning**

All associate in science degrees in the Career and Technical Education disciplines require at least one course that allows students to demonstrate mastery of the program learning outcomes, where they synthesize the learning that they have attained in individual courses. For the programs in business, paralegal, information technology, hospitality and tourism, and culinary arts, the synthesis of learning is evidenced in internships. Students are placed in industry settings, where the industry professional serves to assess and evaluate the student’s attainment of the program outcomes. For students in the health academic programs, the synthesis of learning is evidenced in clinical placements. In some programs, such as nursing and respiratory care, instructional faculty are on-site with students at all times. In other disciplines, students are in the workplace, guided by preceptors. In all instances, the industry professional evaluates the student’s performance.

For students in the Associate in Arts degree programs, the synthesis of learning is best seen in the assignments and evaluations designed in the 200-level courses, where students are expected to apply the general concepts learned in the introductory courses to the more specific disciplinary knowledge presented in the sophomore-level course.

The College strives to be sure that students are aware of the processes necessary to complete their program of choice. This support begins with the College’s New Student Orientation (II.A.5-11) and specific program orientations (II.A.5-12), and is ongoing throughout the student’s journey via support and guidance from faculty, counselors, staff, student handbooks (II.A.5-13), advising sheets (II.A.5-14), peer mentorship (II.A.5-15), and transfer workshops (II.A.5-16).

**ANALYSIS AND EVALUATION**

The College meets this standard. The College’s degrees and programs follow practices common to higher education that include appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning and the College ensures that the minimum requirement for an associate degree is 60 semester credits or equivalent.

All degrees and programs are listed in the College’s catalog and their requirements are listed in the College catalog and meet standard practices for higher education. The College strives to assure that the programs offered are reviewed by the curriculum committee, providing the assurance that all required criteria are met for each course offerings allowing for synthesis of learning to take place. The College requires a minimum of 60 semester units to earn an associate degree. The College does not offer baccalaureate degrees.
II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

EVIDENCE OF MEETING THE STANDARD
The College’s courses are scheduled in a systematic way to support students in completing their certificate and degree programs in a timely manner.

Ad Astra has the capability to monitor scheduling and facility needs to maximize efficient use of space aligned with student demand for courses (II.A.6-1). The College submits course schedules to Ad Astra. From this information, Ad Astra provides the College with detailed analyses of scheduling and room use. Ad Astra further provides crucial data regarding student demand for certain course sections. The information is updated in real time through the registration system and alerts administrators about certain high need areas or areas that are lacking. As a result, administrators make adjustments to open up new sections, combine sections, and cancel sections, which are readily monitored through this system and helps administrators to better understand and maximize the use of facilities as well as instructional staffing and resources.

In addition, to allow students to complete certificate and degree programs in a timely manner, the College offers accelerated course sequencing. Examples of this can be seen in mathematics and second languages To assist our Science, Technology, Engineering and Math (STEM) majors, the College offers Math 103, 135 and 140 in one 16-week semester to allow students to prepare for calculus the following semester. In the area of second languages, the College offers various second languages (e.g., American Sign Language, Hawaiian) in a 101 and 102 sequence in the fall term, and a 201 and 202 sequence in the spring term. This allows students to complete second language requirements for some baccalaureate degrees in one academic year (II.A.6-2).

The College’s Career and Technical Education (CTE) schedules prescribed or sequential course offerings that are strictly adhered to. For example, students in the Health Sciences Programs have set schedules that they follow and courses are offered accordingly. Academic planning with campus counselors and program directors assist students in following these prescribed pathways toward completion for a certificate and/or degree program (II.A.6-3).

Furthermore, beyond scheduling, Executive Policy E5.209, UH System Transfer & Intercampus
Articulation, ensures that the College’s course, certificate and/or degree program articulation agreements across the UH system are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor (II.A.8-4). Such agreements take these elements into serious consideration before agreements are established. This prevents the College’s certificate and/or program curriculum from being static, as fields of study evolve, courses and degree programs are constantly being refined, and changed. Executive Policy E5.209 stipulates that each campus of the UH system has the authority and responsibility to determine its own curriculum, degree requirements, and related academic policies and to ensure the integrity of its campus-based credentials. As a result, the curricula of each campus are a reflection of the wide variety of available programs of study and the knowledge, skills, interests and educational philosophy of their faculty, staff, and administration.

These articulation agreements are also designed to assist students to graduate as close as possible within two-years at the College, and then transfer to their baccalaureate programs. Example of these articulation and transfer programs such as Kaʻieʻie (Dual enrollment with the University of Hawai‘i – Mānoa, link); Oregon State University – Dual enrollment, link; Associate of Science, Natural Science – Engineering (guaranteed acceptance into the UH Mānoa Engineering program). The College has also created Associate of Arts degrees with focuses. These focuses are designed to steer students into taking the classes required in the baccalaureate program, primarily at the four-year campuses within the University of Hawai‘i system (ER 9 Compliant).

We offer face-to-face, hybrid, and online classes to accommodate student needs. We offer courses in Fall, Spring, and high demand courses in summer for the non-health programs. The health programs have cohort-based, full-time schedules with courses laid out to ensure students successfully complete their programs in the established time period. We offer 8-week modules in culinary and nursing. We offer accelerated classes in math and languages.

- Courses in various majors are offered in sequence on a semester basis with a regular course load consisting of 15 credit hours per semester, 6 credit hours during the summer term. Students are encouraged to complete 15 credit hours per semester to complete a standard 60 credit hour associate’s degree within the standard, 2-year period. A wide variety of courses are offered in the optional summer term to allow students to catch-up on credits. During the fall and spring terms, students are limited to a maximum load of 18 credits. This credit maximum may be increased with permission from an academic advisor.
- The College awards associate degrees to students who complete a prescribed two-year program of study. In some instances, the associate degree may exceed the standard 60 credits, two-year model. The associate degrees that exceed the 60 credits, two-year model are all within the health science majors. The exceptions are...
to accommodate the program demands and to meet the requirements of the program specific accreditation standards. The College also awards certificates of achievement to students who complete a prescribed one-year program. Time to completion is extended for all students who need to complete developmental classes prior to beginning the degree or certificate program. Because the College offers a wide variety of courses, many of our courses repeat in the fall and summer terms, so students who change their majors may, in most cases, smoothly continue to assist with the goal of students to completing programs within a reasonable period of time.

**ANALYSIS AND EVALUATION.**

The College meets the standard. The College’s courses are scheduled in a systematic way to support students in completing their certificate and degree programs in a timely manner.

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

**EVIDENCE OF MEETING THE STANDARD**

**Delivery Modes**

The College utilizes multiple delivery and teaching methods and learning support services to support the needs of all students and enhance student success.

At Kapiʻolani Community College we offer various delivery methods: face to face, distance education, and hybrid formats. Teaching methodologies focus on more impactful practices including ‘āina (place) based learning, gamification of courses, undergraduate research, flipped classroom, and service learning in order to further encourage student engagement. The College has offered support in various ways, foremost being the inception of the Student Success Council along with the development of the Technology, Distance Education, Sustainability and Assessment Plans to coordinate the College’s efforts.

**Teaching Methodologies**

**Teaching Online Preparation Program (TOPP):** Distance Education course offerings require technological and infrastructure support, emphasized in the College’s Technology Plan (link). It also requires faculty to acquire skills that are unique to this form of delivery. The College has a
significant population of Generation Z and Y students who often have high levels of technological fluency. They are taking classes alongside students who are parents, students who are challenged by long commutes to school, and students who are working part-time and full-time jobs. Online class offering and the flexible schedules they offer have become a means to an end for many students. Due to the influx of online courses, an intensive 6-week online TOPP program was created for instructors who plan on teaching online for the first time or are looking for ways to improve current practices. The objective is to learn, create and collaborate with other faculty while being immersed in an online learning environment.

**Early College High School Program (Dual Credit):** The Kuilei Outreach Program’s Early College Dual Credit provides an opportunity for high school students to earn both high school and college credits simultaneously. It allows students to graduate with college credits and better prepare them for the rigors of college/university coursework and shorten the duration in obtaining a degree post high school graduation. Currently, agreements have been created with several public schools (Kaimuki High School, Kalani High School, Radford High School), a private school (Kamehameha Schools-Kapalama Campus), and a Hawaiian immersion program (Anuenue School).

**Project Olona (Summer Bridge Program):** The Kapi`olani Community College STEM Summer Bridge Program is an intensive six-week program for recent Hawai`i high school graduates interested in exploring careers in Science, Technology, Engineering, and Mathematics (STEM). To help students establish a strong math and science foundation, students are mentored by college faculty and student peers in a supportive and involving environment. The program encourages 'āina based learning through perpetuation of Hawaiian culture and values along with studying Ho`ohuihui La`au (Medicinal Plants). Project Olona also helps to close Native Hawaiian success gaps in percent of all STEM degrees and certificates and 4 year transfers. (2015-2021 Strategic Direction; Hawai`i Graduation Initiative: Focus on Student Success).
**ANALYSIS AND EVALUATION**

The College meets the standard. The College utilizes multiple delivery and teaching methods and learning support services to support the needs of all students and enhance student success.

First, Kapi`olani Community College has identified multiple target populations including Native underserved, high school students, and the working student.

Second, the College utilizes face to face, distance education, and hybrid delivery modes as its major delivery methods. It provides support to faculty in ensuring effectiveness of course delivery including the rapidly growing DE modality with the TOPP program.

Finally, the College provides support for utilizing high impact practices including 'āina based learning, service learning, flipped classroom, gamification, and summer bridge program.

It is in regards to the aforementioned that Kapi`olani Community College supports the needs of all students, utilizes multiple delivery and teaching methods and provides learning to enhance student success.

The College has solid evidence of using delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

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

**EVIDENCE OF MEETING THE STANDARD**

The College has a structure in place that validates the effectiveness of department-wide course and/or program examinations, where used, for preparing and practicing for external industry licensure or certification, including direct assessment of prior learning, and ensures that processes are in place to reduce test bias and enhance reliability.

*Department-wide Program Examinations*

The College does not use any department-wide course and/or program examinations. The College’s Career Technical Education (CTE) Programs do offer students the opportunity to take external industry qualifying (practice) examinations to prepare for licensure or certification, but these do not affect students’ grades or placement. CTE national certification program examinations are validated and quality controlled by each of their accreditation boards and requirements. Program examinations for certifications or licensures are dictated by program
accreditations and developed by nationally certified test boards. Students in CTE programs are required to take their program examinations at nationally certified test centers. These boards and centers follow strict guidelines to ensure validity and reliability, and reduce test biases. Evidence can be obtained through each of the CTE program accreditation reports (II.A.8-1).

The College follows UHCCP 5.302 Assessment of Prior Learning in awarding college credit for students’ prior learning experiences. Two options have been used, primarily in CTE courses other than the health programs. Faculty have developed examinations based on course content and adapted from final exams given to students in the course for which the student is seeking credit. A second prior assessment learning option has been discipline faculty’s rubric-based review of a portfolio submitted by the applicant that demonstrates the attainment of the learning outcomes of the course for which the student is seeking credit.

**ANALYSIS AND EVALUATION**

Kapi`olani Community College meets this standard. The College does not offer department wide course and/or program examinations. Prior learning is assessed on a case-by-case basis by College faculty in the relevant programs.

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**II.A.9. The institution awards credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

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**EVIDENCE OF MEETING THE STANDARD**

The College awards credit, degrees, and certificates based on student attainment of learning outcomes; units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers courses based on clock hours, following Federal standards for clock-to-credit hour conversions.

**Awarding credit, degrees, and certificates based on student attainment of learning outcomes**

All certificates and degrees have learning outcomes which are directly aligned with course outcomes. Students must demonstrate a satisfactory attainment of the course learning outcomes to pass the course (see grading options below).
The issuance of an AS or AA degree requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all transfer-level courses applicable toward the degree. For certificate programs, a grade of "C" or higher is required in all program-related courses.

Therefore, the achievement of course learning outcomes is the basis used for awarding credit. Faculty outline the course SLOs in their syllabi and develop assignments to directly align with the SLOs. Various assessment methods are used to measure students’ attainment of each SLO. Syllabi outline SLOs of the course and faculty develop and align their assignments to the SLOs. Grades are provided for each assessment activity culminating into one final course grade that is posted through the students’ portal in STAR. Course and program proposals, created by faculty and vetted through a multi-layer review and approval process within the College’s curriculum management system, (II.A.9-1); and assessment methods in Taskstream, which evidence a direct alignment to course and program SLOs, clearly demonstrate that learning outcomes are relevant and based on student achievement of such outcomes. These practices are consistent with current accepted norms in higher education.

The College’s catalog outlines policies for grading and awarding of degrees and certificates based on attainment of learning outcomes. See KCC catalog, p. 56. (Moved from below)

The standard A-F grading scale is used in most classes to designate a student’s level of achievement.

**GRADING OPTIONS:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A</td>
<td>Excellent Achievement</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Above Average Achievement</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>Minimal Passing Achievement</td>
</tr>
<tr>
<td>0</td>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

In place of a letter grade, credit/no credit (CR/NC) is an option, provided the course is not part of the general education and major requirements. Some of the required courses have mandatory credit/no credit grading. The CR grade is the equivalent of a "C" or higher; however, CR/NC grades are not included in the grade point ratio. Students expecting to transfer to another institution should study its policy on accepting CR/NC grades before
selecting this option. Pass/fail options can be used for pre-collegiate courses. Via the College’s catalog and other avenues (e.g., advising sheets, counseling sessions, course syllabi), all students are provided with appropriate information regarding the awarding of academic credit.

Faculty through a variety of evaluation methods: exams, quizzes, presentations, demonstrations, essays, journals, field work, etc. assesses the achievement of course SLOs and assigns an appropriate letter grade or other grading option(s).

Various degree and certificate programs such as Medical Assisting (MEDA 215), New Media Arts (ART 293/294), Informational Technology (ITS 293), Occupational Therapy Assistant (OTA 270/271), Dental Assisting (DENT 208), and Education (ED 294) also have capstone courses, practicums, internships, advanced clinical/field courses, or externships that provide a culminating experience for students to effectively demonstrate the culmination of knowledge, skills, and dispositions gained in such programs.

Course Learning Outcomes are aligned directly with Program Learning Outcomes. A student who successfully achieves the course learning outcomes through enrollment in the various courses in the program, and ultimately, meeting the program learning outcomes, will be the basis for awarding degrees and certificates.

In the previous 5-year course learning outcomes assessment cycle, fall 2011 to spring 2016 (correct?), the Course Learning Reports (CLRs) presented assessment data and analysis on achievement of student learning outcomes. The Program Learning Report (PLR) was also submitted on regular intervals to measure student attainment of course and program aligned outcomes and plans for next steps. A new assessment management system, Taskstream, was purchased in fall 2014 to assist with archiving, gathering and analyzing course and program learning outcomes data. Its purpose is to replace the CLR and PLR reporting process.

The Annual Report of Program Data (ARPD) is completed annually, which includes a component to outline and report program learning outcomes attainment. The Comprehensive Program Review report (CPR) is a historical review of 3 years of ARPDs and planning for the upcoming new three years. (now it is five years).

All courses go through a curriculum review process to be approved as a course offering to students. For courses to be accepted by a Baccalaureate institution, the course is extensively reviewed and approved for articulation with the respective institution(s).

All DE courses go through a regularly scheduled curriculum review process to determine appropriateness of distance delivery and are deemed equivalent to its traditional course
counterparts with identical learning outcomes and related assessment activities to measure attainment of learning outcomes. (ER 10 Compliant)

**Units of credit**

To comply with Federal standards and to align with generally accepted practices for degree-granting institutions of higher education, the College follows UH System Executive Policy E5.228 and UHCC Policy 5.228 which clearly defines units of credits and the process to which students are awarded such credits are awarded. These policies “ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit.” (II.A.9-1). These policies are consistent with the Carnegie unit model, which is generally accepted in higher education.

A credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement.

The College and across the UHCC System, a credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study (accelerated terms, summer terms, etc.). In general, this reflects the expected work a student, prepared for the class, would need to achieve the intended student learning outcomes.

In the process of curriculum review, proposers must provide information on the course credits, instructional method, and number of contact hours. During the review process, reviewers ensure that the credit-to-contact hour ratio when measured against the instructional method confirms to the following formula (See KCC catalog, page 53):

- 1 hour of lecture per week = 1 credit
- 2 hours of lecture/lab per week = 1 credit
- 3 hours of lab per week = 1 credit

**Federal standards for clock-to-credit-hour conversions.**

The College’s policies follow Federal standards for clock-to-credit-hour conversions for courses based on clock hours and is consistent with institutional policies aligned with generally accepted norms or equivalencies in higher education for units of credit that lead to the awarding of course credit, degrees and certificates based on student attainment of learning outcomes (Link?).

Certain courses are designed and offered with calculations based on clock hours. These are typically internships, practica or clinical courses. Programs such as Respiratory Care (RESP 222), Mobile Intensive Care Technician (MICT 330), Physical Therapy Assistant (PTA 252), and Medical Laboratory Technician (MLT 242) include courses that have been designed to follow Federal standards for clock-to-credit-hour conversions. Federal regulations require that one semester/trimester credit hour is equal to at least **37.5 clock hours** of instruction [see attached “Credit hour” document] (Link). The College exceeds federal standards as most
courses that are based on clock hours actually conform to the formula used for classroom-delivered lab courses, where one credit is equivalent to 45 hours over the semester.

**ANALYSIS AND EVALUATION**

The College meets the standard. The College awards credit, degrees, and certificates based on student attainment of learning outcomes; units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers courses based on clock hours, following Federal standards for clock-to-credit hour conversions.

**EVIDENCE OF MEETING THE STANDARD**

The institution has clear transfer-of-credit policies and articulations agreements that certifies that the learning outcomes for transferred courses are comparable to its own courses, and appropriate to its mission.

The university prioritizes and integrates systemwide articulation and transferability in all academic planning (UH System Integrated Academic & Facilities Plan, pg.2).

**Transfer-of-Credit Policies & Communication with Students**

The College’s Kekaulike Information and Service Center (KISC), in consultation with faculty discipline experts, counselors, program coordinators, and/or department chairs, are primarily responsible for evaluating transfer credits in accordance with system policies and procedures, expected comparable learning outcomes, as well as generally accepted practices in higher education. Transfer students complete a Transcript Evaluation Form to start the transfer-of-credit process (II.A.10-1). All evaluated and accepted transfer credits are then recorded in the students’ Banner academic record to facilitate the mobility of students without penalty within the University of Hawai‘i system and other higher education institutions. Executive Policy E5.209 Student Transfer and Inter-Campus Articulation (II.A.10-2), Executive Memorandum No. 06-05, Updated Executive Policy E5.209 (II.A.10-3), Memorandum of Agreement Transfer
of General Education Core Requirement (II.A.10-4), and the University of Hawai‘i System Course Transfer Database (II.A.10-5) guide the awarding of course credit, degrees and certificates. This database contains a searchable database of course equivalencies/evaluations for all UH campuses, as well as other colleges and universities. Using this database, students are able to discern if the courses they have taken at another college or university is transferrable to the UH system. While only a guide, since transferability of any course is not guaranteed until an official transfer of credit is completed, this database assist students’ decisions regarding transfer and time to certificate/degree completion.

The College accepts credits only from institutions fully accredited by U.S. regional accrediting associations, providing that such credits are substantially equivalent to courses at the College. Credits earned at institutions accredited by other recognized U.S. accrediting associations may be accepted for courses applicable only to certificates and A.S. Career and Technical Education degrees. Standard international guides are used in the evaluation of institutions and credits earned outside the U.S. The mode of delivery for transfer courses does not play a role in the acceptance of transfer credits. (ER 10 Compliant)

Transfer-credit policies are communicated between campuses and with students in a variety of ways. The College’s catalog (II.A.10-6) is available online and is used by counselors in communicating these policies with students. Counseling regarding transfer of credits is also available for all students via various on-campus and distance methods. Transfer specific services and pathways available directly to students are:

- **Transfer Year Experience Program**
  The Transfer Year Experience Program is to create proactive, diversified, and comprehensive services that support transfer students through matriculation to Kapi‘olani Community College (II.A.10-7).

- **Maida Kamber Center for Career Exploration, Transfer and Graduation Services**
  The Maida Kamber Center for Career Exploration, Transfer and Graduation Services provides quality information and guidance to assist all students in identifying majors, choosing career paths, and supporting their transfer goals (II.A.10-8).

- **Ka‘ie‘ie**
  Ka‘ie‘ie originated as a Memorandum of Understanding between Kapi‘olani goal of Ka‘ie‘ie is to promote smooth transition of transfer students and on-time graduation within clear and explicit curricular pathways to bachelor’s degree programs (II.A.10-9).

- **Ho‘omi‘i**
  Through Ho‘omi‘i, the College and the University of Hawai‘i at Hilo (UHH) cooperate to promote successful undergraduate educational experiences for students who wish to follow curricular pathways started at the College and complete at UHH. The goals of the partnership are to enable students to be jointly admitted to UH Hilo while completing program requirements at the College, improve transfer, student access,
success, and four-year degree completion, expand options for college-level services and curriculum, and improve program articulation (II.A.10-10).

- **Mānanawai**
  The College entered into a degree pathway partnership with the University of Hawai‘i - West O‘ahu (UHWO) to promote transfer and students’ successful completion of baccalaureate degrees. Students who meet criteria for transfer may enroll in Mānanawai at the point of eligibility for transfer, and continue to take their courses at the College (II.A.10-11).

- **Degree Pathway Partnership with Oregon State University**
  The Degree Pathway Partnership with Oregon State University (OSU) allows students to be jointly admitted and enrolled at OSU and the College. The program is open to all U.S. citizens and residents pursuing their bachelor’s degree. Students have access to advisors on both campuses and access to OSU online courses while at the College (II.A.10-12).

In 2013, the first Transfer Specialist was hired by the University of Hawai‘i at Mānoa to work with students interested in transferring to UHM. The Transfer Specialist communicates with all interested students regardless of their chosen transfer institution, and regularly advises them on the transfer of their coursework, plans for transfer, and overall transfer issues. Communication regarding transfer to any of the above institutions is completed in the following ways:

- **5 workshops per semester** - The Transfer Specialist, Kaʻieʻie Coordinator, and an Admissions Officer offer workshops to provide an overview of transfer requirements and the ways to transfer.
- **Walk-in and by appointment advising** - The Transfer specialist is available on campus three days per week to meet with students regarding their transfer plans.

**International Student - Transfer of Credits for International Students**

- **Courses Taken Within the U.S.**
  International students receive an acceptance letter and I-20 once the student has been accepted to international admissions at the College. Within the acceptance letter is a URL to the “New International Student Pre-Orientation Packet.” This document explains all the necessary information/processing needed for an international student to prepare to be an international student in the U.S. and studying at the College. Inclusive in this write up is a brief section on international transcript documents needed for the evaluation that can be prepared prior to arrival in Hawai‘i. International students who completed coursework from an institution within the US that are seeking transfer of credits to KCC are required to have an official transcript mailed directly from their previous institution in the US to the admissions and records office or Honda International Center (II.A.10-13).
• **Courses Taken Outside of the U.S.**
  The process is similar to the above, except that these students are required to attend a comprehensive international student transcript evaluation workshop in order to maximize the transfer of coursework taken overseas that can be applied toward students’ degree programs at the College (II.A.10-14).

**Certification & Comparability of Expected Learning Outcomes for Transferred Courses**

In addition to adhering to system policies, the College certifies and awards transfer credits based on attainment of comparable course learning outcomes. Faculty discipline experts determine if the learning outcomes of transfer courses articulate the competencies students need to achieve successful completion of such courses. If available, completed assignments, course syllabi, as well as the assignment of the course final grade, are used as indicators of students’ mastery of the course and its learning outcomes.

The College also recognizes that learning experiences outside the traditional college setting can provide college-level competency; and provides a means to assess these experiences through examinations, portfolios, and records of non-college courses and training.

  • **Articulation with High Schools:** The Credit by Articulation Program provides an opportunity for Hawai‘i Department of Education high school students enrolling at Hawai‘i’s community colleges to receive college credit for certain articulated high school courses in business education (II.A.10-13).

  • **Prior Learning Assessment (PLA):** Prior Learning Assessment (PLA) Program is defined in UHCC Policy 5.302. PLA is the process through which students can earn college credit by identifying and documenting college-level learning that has been acquired through life experiences such as military and/or work experience, training, professional certification, independent study, volunteer activities, and hobbies (II.A.10-14).

The four most common options for granting credits include:

(a) Equivalency Examination: standardized national exams may be equated to equivalent courses;

(b) Non-Collegiate Sponsored Education Credit: courses completed in non-collegiate settings (e.g., professional licenses, professional workshops, and military courses);

(c) Credit by Institutional Examination (CBIE) - background/learning experiences that have adequately prepared students in certain subject areas; and

(d) Portfolio-based Assessment - documented evidence of the concepts learned and the achievement level attained as a result of prior learning experiences.
All of these options are approved by appropriate faculty and/or department chairpersons (II.A.10-15).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and follow all system guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with system guidelines, policies, practices, and procedures. One example is the creation of UHCCP #5.206 Reverse Transfer that was established to allow community college students who transferred to a UH four-year institution before completing their associate of arts or associate of science degree to obtain that credential while progressing toward their bachelor’s degree. This policy ensures a systemized process that leads to an automatic credit review and awarding of associate degrees to students who have met the community college program requirements after transferring to a UH four-year institution (II.10-16).

Articulation Agreements

The Vice Chancellor for Academic Affairs (VCAA) Office is the point of contact for course, program and degree pathway articulation agreements at the College. The VCAA’s office consults with the appropriate faculty and department chair to discuss a Memorandum of Agreement (MOA) that includes specific details of the agreement. A review of course equivalency and learning outcomes of the program is discussed between the partnering institutions. Upon agreement, the MOA is signed by faculty, department chairs, program coordinators, and administrators. The agreement will be in effect from the date signed and evaluated based upon the review dates specified in the agreement. The College has numerous articulation agreements with higher education institutions based upon patterns of enrollment between institutions and the mission of the College (II.A.10-17).

Analysis and Evaluation

Kapiʻolani Community College meets this standard. The institution has clear transfer-of-credit policies and articulations agreements that certifies that the learning outcomes for transferred courses are comparable to its own courses, and appropriate to its mission.

Criteria for evaluating student learning for credit are clearly stated in the College catalog; are consistent with system policies, procedures, and practices; and adheres to standard practices in higher education. The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission and in alignment with system policies. Transfer of credit policies are communicated to students both electronically and in print form in the catalog and on the College websites, as well as by appropriate counselors, faculty, and staff. The College’s Kekaulike Information and Service
Center (KISC), in consultation with faculty, counselors, program coordinators, and/or department chairs, are primarily responsible for evaluating transfer credits in accordance with system policies and procedures, expected comparable learning outcomes, as well as generally accepted practices in higher education to facilitate mobility of students between institutions without penalty. The College has clear policies and strong articulation agreements with reputable, accredited universities based upon patterns of enrollment between institutions and the mission of the College. The agreements specifically and clearly state the requirements that students need to transfer smoothly and seamlessly.

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

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**Evidence of Meeting the Standard**

The College ensures that appropriate program-level student learning outcomes for all programs include communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Program-Level Student Learning Outcomes**

All degrees at the College require at least 15 credits of General Education courses. Through this requirement, the College ensures that students acquire communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The College’s general education (GE) learning outcomes are adapted from the Association of American Colleges and Universities’ (AACU’s) LEAP Essential Learning Outcomes. These outcomes also serve as the program learning outcomes for the Associate in Arts degree, which typically consists of only GE courses. As stated in the College’s catalog, each of the College’s programs share the following general education learning outcomes (II.A.11-1):

- **Thinking/Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

- **Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
- **Self and Community/Diversity of Human Experience** - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

- **Aesthetic Engagement** - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

- **Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

These learning outcomes, including other program-specific outcomes that address the above areas, are integrated into both transfer programs and career and technical programs. These outcomes derived from a wide range of diverse courses, in combination, foster intellectual and social growth, and provide a foundation for lifelong learning. Such courses emphasize communicative and interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively and productively with others, and to contribute to the wellbeing and vitality of the community.

All students completing a degree must complete courses that address the above learning outcomes as a part of degree requirements, and the College has determined appropriate courses to meet each area. Students pursuing an Associate in Science in CTE programs must demonstrate mastery in the following GE areas: communication, quantitative literacy, Arts & Humanities, Natural Sciences and Social Sciences and are typically required to take one course in each area. Students pursuing an A.A. degree, on the other hand, must complete the following requirements for communication, information and quantitative competency, analytic inquiry skills, ethical reasoning, and engaging in diverse perspectives (II.A.11-3):

**FOUNDATION REQUIREMENTS**
- Written Communication: 3 credits
- Symbolic Reasoning: 3 credits
- Global and Multicultural Perspectives: 6 credits (from two of three groups)

**DIVERSIFICATION REQUIREMENTS**
- Arts and Humanities: 6 credits (from two of three groups: Arts, Humanities, & Literature and Language)
- Biological Sciences: 3 credits
- Physical Sciences: 3 credits
- Laboratory Science: 1 credit
- Social Sciences: 6 credits (from two different disciplines)

The A.A. degree also requires students to complete the first level (101 and 102) of a second language (8 credits); Oral Communication (3 credits); Writing Intensive (6 credits); and a course in Hawaiian, Asian and Pacific Issues (3 credits); and electives. The issuance of the A.A.
degree requires 60 credits consisting of courses 100-level or above. For students pursuing the A.S. degree, a minimum of 15 credits of GE courses are required. The courses required are dependent upon the degree program selected.

Students enrolled in certificate programs do not necessarily include General Education requirements, since certificates typically prepare students for entry-level jobs in the workplace. However, each certificate may include these competencies as appropriate to the certificate program level and subject area.

To ensure achievement of these outcomes, the College regularly assesses its PLOs and GE learning outcomes through a variety of methods, including mapping course and program SLO data in Taskstream (II.A.11-4), student surveys (II.A.11-5), and direct measures of learning (II.A.11-6).

Additionally, in 2016, in reviewing the College's institutional learning outcomes, the College's General Education Board and key faculty members began a dialogue about the key learning outcomes that are important for all students to achieve, regardless of length of program or major. These discussions culminated in the revision and narrowing of the existing ILOs to two Institutional Student Learning Outcomes (ILOs), which were unanimously approved by the Faculty Senate on May 2017. These new ILOs are also adapted from the Association of American Colleges and Universities' (AACU's) LEAP Essential Learning Outcomes. The two ILOs are as follows (II.A.11-2):

Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, Kapi`olani Community College students are able to:

ISLO 1: Use critical and creative thinking and reasoning; and
ISLO 2: Communicate clearly and appropriately.

(Appreciation of Diversity)

The College is committed to promoting student’s ability to engage diverse perspectives as demonstrated by its Global & Multicultural Perspectives requirements; Hawaiian, Asian, and Pacific Issues Focus requirement; and Hawaiian/Second language requirement.

To satisfy the Global and Multicultural Perspectives requirement, a course must (II.A.11-7):

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.

5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.

6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

In order for a course to be designated a Hawaiian, Asian, & Pacific Issues course, it must meet and satisfy two-thirds of the following hallmarks (II.A.11-8):

**Hallmark 1:** The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.

**Hallmark 2:** The course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.

**Hallmark 3:** The course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions.

**Hallmark 4:** The course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Proficiency in Hawaiian or a second language is an integral part of the University of Hawai‘i and the University of Hawai‘i Community College’s missions to (II.A.11-9, II.A.11-10):

“promote distinctive pathways to excellence, instruction, research, and service while fostering a cohesive response to...participation in the global community;”

“embrace its unique responsibilities to the indigenous people in Hawai‘i and to Hawai‘i’s indigenous language and culture...ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture;” and

“prepare students for the global workplace.”

**Information Competencies**

In addition to requiring the above competencies, the College also requires students to take courses that emphasizes skills in: (a) decision making, (b) problem solving, (c) critical thinking, (d) creative thinking, (e) information literacy, (f) quantitative/symbolic reasoning, and (g) visual, oral, written, social, and other forms of communication, as evidenced in its GE learning outcomes (II.A.11-11).
Faculty and staff have indicated that many of their course, program and service area outcomes align with the above information competencies (II.A.11-12).

In addition, the College’s Library and Learning Resource unit offers courses and workshops, which are designed to enhance the students’ information literacy and research skills (II.A.11-13). See Standard II.A.B for detailed information.

**ANALYSIS AND EVALUATION**

Kapi‘olani Community College meets this standard. The College includes in all of its programs as appropriate, student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program specific learning outcomes. Program learning outcomes are aligned with the College’s general education learning outcomes, which also serve as program learning outcomes for the Associate in Arts degree. The Associate in Science degree programs are required to include courses that meet the GE learning outcomes to ensure that students acquire the above competencies, skills, and abilities. Program student learning outcomes and general education learning outcomes are published in the College catalog for all degrees and certificates.

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**Standard II.A.12:** The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The Institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include students’ preparation for and acceptance of responsible participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social science. (ER 12)

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**EVIDENCE OF MEETING THE STANDARD**

The College’s philosophy of General Education is found in the catalog, p. 23:

PHILOSOPHY OF GENERAL EDUCATION
Ma ka hana ka ‘ike. (Pukui 227)
“In working, one learns“:
Knowledge in ancient Hawai‘i was gained through discipline, work, observation of nature, and an abiding respect for spirit, earth, and life. Human beings demonstrated wisdom and skills not by how much they claimed to know, but by their actions and deeds.

He pūko‘a kani ʻāina. (Pukui 100)
“A coral reef that grows into an island”
A coral reef is a community of interconnected beings; as each being grows and contributes to the whole, the community becomes healthy and firmly established.

General education, integrated into both transfer programs and career and technical programs, provides a foundation for lifelong learning. This foundation consists of diverse courses that, in combination, foster intellectual and social growth. Courses required for general education emphasize communicative and interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively and productively with others, and to contribute to the wellbeing and vitality of the community. Learning outcomes are characterized by the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation.

The College’s degrees have a component of general education, including appropriate SLOs and competencies.

All the Associate in Arts and Associate in Science College’s degrees have a component of general education, including appropriate SLOs and competencies to prepare students in civil engagement, for life-long learning and application, and a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences, based on faculty expertise, as stated in the College catalog. CTE Associate in Science degrees include 15 credits of General Education, and Associate in Arts degrees typically have many more, up to a maximum of 60.

Each course designated as a general education course, whether foundation, diversification, focus area, or Hawaiian/Second Language, has Student Learning Outcomes that students will be able to meet upon successful completion of the course. The UHCC’s recently adopted curriculum proposal/approval application, Kuali Student Curriculum Management (KSCM), is an integral part of the curriculum proposal/approval process that supports the linking/aligning of course SLOs with appropriate Program Student Learning Outcomes and with general education outcomes.

The General Education outcomes address the skills necessary for lifelong learning and the application of learning:
1. Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
2. Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
3. Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.
4. Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
5. Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

All degrees, whether transfer or CTE, address the broad areas of knowledge. CTE degrees are required to include one course in each of these areas: arts and humanities, natural sciences, and social sciences, as well as one course each in communication and mathematics/quantitative reasoning. Associate in Arts degrees are required to include two in each of these areas as well as 18 credits of electives, typically in these same areas. (ER 12 Compliant)

As of this report, the College’s General Education Board is in the process of revising the General Education SLOs based on a review of the results of the recent assessment cycle.

- Liberal Arts Program Outcomes at KapCC website (link)
- ASNS 2013-2016 Comprehensive Program Review for Natural Sciences (link)
- Liberal Arts Programs Toolbox at KapCC website (link)
- Kapi‘olani CC Curriculum Committee Laulima Site (password protected) This site contains information on the standard procedures for the curriculum proposal/approval process, as well as a record of all course proposal approved.
- Kuali Student Curriculum Management (KSCM, link) This application houses all KapCC course outlines which include course description and course SLOs and linking/alignment to Program SLOs. This application is password protected.

**Faculty expertise.**

As of this report, the College has instituted three governing bodies made up key faculty:

a. Foundations Committee
   a. Foundations Committee that includes faculty representation from pertinent focuses (i.e. Global & Multicultural Perspectives (FG), Symbolic Reasoning (FS)).

b. Writing Intensive Committee

c. HAP Committee (Hawaiian, Pacific, and Asian Focus)
These committees convene approximately once a month or when necessary to review courses, facilitate the application process, and approve courses that will be designated as meeting these General Education or graduation requirements. These committees also meet once a month or when needed and representatives from the College attend System meetings to assure communication with UH Mānoa and the other community colleges in the System.

The approval process includes completing an application that outlines the required Hallmarks the course should meet in order to be designated a Foundations, WI, or HAP course. Each committee also supports faculty through the application process from submittal to revision (if needed) and final approval. Hallmarks are found at the University of Hawai‘i at Mānoa website (link).

Currently the diversification approval process rests with the Department where the course is housed. During the curriculum proposal process, the course proposal is sent to the Department Chair, who shares the proposal with the appropriate discipline faculty. The discipline faculty, after review the course proposal, vote on whether or not the course meets the hallmarks of the Diversification area. As of this report, in an effort to create a fair and equitable process for Diversification designation, it has been determined that a separate Diversifications Committee should be instituted to approve/disapprove course proposals requesting Diversification designations. The Diversification Committee will include faculty representation from pertinent disciplines (i.e. Arts, Humanities & Literature, Social Sciences, Biological Sciences, and Physical Sciences). The General Education Board that has recently developed will also serve as a larger general board in which Foundations, WI, HAP, HSL, and Diversifications will be housed.

- KapCC Foundations Committee Laulima Site. (Password protected) This site houses all Foundations meeting minutes, course proposals, applications with Foundation Hallmarks, and information regarding Foundations at KapCC.
- KapCC WI/WAC Website (link) This website houses WI applications with hallmarks, application support, WI assessment, and WI resources.
- UH General Education Information for Faculty (link). This website provides information on all Foundations, Diversifications, WI, and HAP Hallmarks and support for faculty who are applying for a course designation.

**ANALYSIS AND EVALUATION**

The College meets the standard. The College’s degrees have a component of general education, including appropriate SLOs and competencies to prepare students in civil engagement, for life-long learning and application, and a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences, based on faculty expertise, as stated in the College catalog.
First, the College’s degrees have a component of general education, including appropriate SLOs and competencies to prepare students in civil engagement, for life-long learning and application, and a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences. Second, the College’s degrees have a component of general education with appropriate SLOs and competencies. Finally, the College’s degrees have a component of general education where the courses are designated as meeting general education hallmarks based on faculty expertise.

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

**EVIDENCE OF MEETING THE STANDARD**

All CTE degrees focus on one area of inquiry. A minimum of 45 credits in the degree is devoted to the courses in the major or courses that support the major to prepare students for entry into the workforce or to transfer to applied science degrees at UHWO. The AA in Liberal Arts is an interdisciplinary degree. Now we have an AA in Liberal Arts with concentrations, establishing an area of inquiry. The AS in Natural Science meets core for all STEM degrees and has focused areas of inquiry.

**ANALYSIS AND EVALUATION**

The College meets the standard.

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

**EVIDENCE OF MEETING THE STANDARD**

CTE graduates meet the employment standards necessary for their field and are adequately prepared for employment, certification and licensure.
Meeting Employment Standards, Preparation for Certification and Licensure

All the CTE programs at Kapiʻolani Community College, with the exception of New Media Arts, for which there is no accrediting body, maintain accreditation with various external bodies including the American Culinary Federation, the American Dental Association Commission on Dental Accreditation, the National Registry, the Commission on Accreditation of Allied Health Education Programs, the National Accrediting Agency for Clinical Laboratory Sciences, the Accreditation Council for Occupational Therapy Education, the Commission on Accreditation in Physical Therapy Education, the Joint Review Committee on Education in Radiologic Technology, the Committee on Accreditation for Respiratory Care, the Accreditation Commission for Education in Nursing, the National Accrediting Agency for Clinical Laboratory Sciences, the Accreditation Commission for Programs in Hospitality Administration, the Research Chefs of America, the WASC Certification for Baccalaureate Degrees. The paralegal degree is approved by the American Bar Association, which does not accredit programs.

Kapiʻolani Community College’s CTE programs offer nine degrees that require national licensure. These licensure programs have met or surpassed the institutional metric for an examination pass rate 93% of the time over the past 3-years. Perkins indicators for (1P1) CTE students’ attainment of the technical skills required by the program and (2P1) CTE students’ attainment of industry-recognized credentials, certificates or degrees goals have been consistently exceeded. The table below provides recent data.

<table>
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<tr>
<th>Kapiʻolani CC Performance</th>
<th>2009 - 10</th>
<th>2010 - 11</th>
<th>2011 - 12</th>
<th>2012 - 13</th>
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<td>48.88</td>
<td>45.00</td>
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</tr>
</tbody>
</table>

All CTE programs complete an Annual Report of Program Data that assesses Demand, Efficiency, and Effectiveness indicators. Feedback mechanism are also embedded within all CTE programs by maintaining advisory committees comprised of various industry professionals thus providing additional feedback in maintaining currency of the CTE programs.

All the CTE programs engage with advisory councils and regularly share with them curricular developments. The programs also solicit input on the industry’s needs so as to better prepare program graduates for the working environment. Employment data is also gathered by UHCC to provide additional information regarding: Job market trends, Salary, Education needs, Required skills, and number of job postings both statewide and nationally. Per Hawaiʻi Industry Sector website, “One of the University’s initiatives is to engage with industry partners to develop industry-led curriculum that will imbue graduating students with the marketable skills for which businesses are looking. To further this initiative, we are developing online tools that looks not only at occupational data within individual sectors, but at data across all sectors, thus creating a holistic snapshot of industry demands and the current spread of occupations.”

- Review of ARPD, CPR (Summary of Health Indicators over past 3 years), ACCJC Annual Reports (#18, #19) and Perkins Measures (1P1 and 1P2).
- Advisory Committee Minutes. Identify changes that were implemented in response to industry professional’s recommendations (HOST).
- Job placement coordinator to connect students and alumni to jobs. Provide data to students on job opportunities trends utilizing the Hawai‘i Industry Sector website.

**Analysis and Evaluation**

The College meets the standard. CTE graduates meet the employment standards necessary for their field and are adequately prepared for employment, certification and licensure.

This adequate preparation is accomplished, first, by ensuring periodic review of programs for appropriate content via use of multiple measures; second, via active discussion with advisory committees members on program improvement; third, by monitoring licensure/certification pass rate to meet or exceed established standards, and finally, providing information to students in selecting a major and connecting student to employers upon graduation.

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

**Evidence of Meeting the Standard**

The College provides appropriate, timely and seamless avenues for enrolled students to complete their education when programs are dissolved or significantly modified.

**Elimination of Programs or Significant Change of Program Requirements**

The University of Hawai‘i’s Community College (UHCC) Policy 5.202 (Review of Established Programs, II.A.15-1) and the Board of Regents Policy, RP 5.201 (Instructional Programs, II.A.15-2) addresses the termination of programs and significant changes of program requirements.

All programs are required to prepare an annual report documenting performance outcomes, key benchmarks, critical external factors, and planning improvements. In addition, all programs are required to complete a comprehensive assessment, currently at least once every three years. Based on the results of annual reports and program reviews, the President of the University of Hawai‘i (UH) makes a recommendation to the UH Board of Regents (hereafter referred to as the Board) to establish or terminate a program(s). Upon such recommendation and a review of the program results or other assessments (i.e., no longer meets the requirements of baccalaureate institutions, no longer serving any needs of the student, business, industry, or community), the Board, along with the President, determines whether a
provisional program is to be awarded established status or terminated (or “stopped out”). During provisional program status, programs that are “stopped out” to prevent additional program enrollments to minimize student impact in the event of program termination. Program stop-outs are approved by the University of Hawai‘i System President, often following program challenges with student enrollment, retention, and completion, and other factors as listed above. Nonetheless, if a provisional program(s) is struggling but demonstrates a community workforce need, the program may be extended and asked to pursue its Action Plan(s) outlined in its most recent annual report or program review (II.A.15-3). Established programs that are out-of-date or nonproductive based on a program review are also terminated in the same manner. An annual report on all terminated programs must be provided to the Board.

Significant changes (i.e., deviations from the original intent, purpose, or design of the program) to a program(s) both provisional and established must be granted by the Board. If a program is determined to have undergone significant changes, a shorter comprehensive program review cycle may be requested.

The procedures to terminate a program(s) or make significant changes to program requirements are also the same for programs providing distance education courses.

- **University of Hawai‘i Board of Regents Policy RP 5.201**

**Appropriate, Timely, and Seamless Avenues to Completion for Enrolled Students**

The above policies state that the College will honor commitments made to students already enrolled in programs for up to two-years following program termination. During this time, no new students are accepted into the program. Once a program is identified for termination, the Chancellor, vice chancellors, and deans will inform appropriate counselors, academic advisors, program coordinators, instructional faculty, and staff, who will regularly communicate and work with students to ensure a seamless completion of their program requirements or to transition into a related program(s) with full credit transfer or credit substitution in a timely manner with minimum disruption.

Continuously enrolled students in programs that will be terminated or have been significantly changed have the right to continue to follow the original program requirements stated in the College’s catalog or may petition to graduate with different requirements when required program courses for a student’s intended program are no longer offered. Relevant counselors and program coordinators assist students in modifying their education plans to address significant program changes or selecting a new program. However, if a student has not been continuously enrolled in a program that is being terminated or significantly changed, she/he must complete the requirements of a new program or the revised program, and is not eligible to follow their original program of study.

The College retains full-time tenured faculty of terminated programs to teach courses within their qualifications in other departments or units, coordinate/lead campus’ initiatives/projects,
develop and oversee a new program, or work with the Chancellor to find an appropriate fit within the College that aligns with the faculty’s credentials and experiences.

- University of Hawai‘i Board of Regents Policy RP 5.201

**Exercise and Sports Science (ESS) Program**

After a decline in the number of majors and facing instructional space and equipment constraints, the Exercise and Sports Science program was stopped-out effective May 30, 2013. Letters were immediately sent by the Program Coordinator to students who received admission notification in Spring 2013 informing them of the stop-out and advising them of alternative academic pathways.

Despite many program improvement initiatives, including conversion to selective admission and implementation of a one-year cohort-based model, the ESS Associate in Science degree program and Certificate of Achievement were terminated effective May 30, 2016. There were no ESS majors at the time of program termination that needed to be accommodated.

- ESS Program Termination Request to President Lassner
- ESS Annual Review of Program Data 2012
- ESS Annual Review of Program Data 2013
- ESS Program Stop-out Approval from President Greenwood (Need from LP)
- Stop-out notification to accepted students (Need from LP or Will Jonen)
- ESS Annual Review of Program Data 2015

**ANALYSIS AND EVALUATION**

The College meets the standard. The College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption, when programs are terminated or program requirements are significantly changed.

The College requires a Comprehensive Program Review every three years, as well as an Annual Report of Program Data. It is during these self-assessment efforts that programs identify necessary program modifications or termination. When it is deemed that programs must be terminated to best serve the College’s students, operate most efficiently, and adjust to meet community workforce needs, the College ensures that all (continuing) impacted students have the opportunity to complete their education and continue on their academic or career pathway. In the case of terminated programs, Program Coordinators and other administrators are able to personally reach out to impacted students to ensure their continuance or assist with any necessary transitions. Also available to students are academic and career advising with the College’s counseling units.
II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, Career Technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

EVIDENCE OF MEETING THE STANDARD

Kapiʻolani Community College routinely evaluates all instructional programs regardless of delivery mode or location and continuously improves programs and courses to enhance learning outcomes and achievement for students.

Measuring the Effectiveness of Programs and Courses

Kapiʻolani Community College’s policy is to assess every student learning outcome from every course at least once every five years. Although we have not reached 100% of our goal as of yet, strong efforts continue to move assessment forward. Data on course evaluation are now stored on Taskstream which helps with the efficient management of data and generating reports. The College’s assessment plan is currently being updated and emphasizes making assessment meaningful and fostering faculty discussion. The College continues to support SLO coaches to assist faculty and adjuncts in all facets of course assessment. The College has also provided release time to a faculty member to take the lead in providing faculty training in the use Taskstream.

Credit courses must be reviewed every 5 years, including pre-collegiate, collegiate, and CTE. Credit programs are reviewed annually, including PLOs, in the ARPD and more comprehensively every 5 years with the CPR. Continuing Education is subject to review every 5 years, with a CPR. These reviews evaluate the quality and currency of programs.

Program effectiveness is evaluated primarily through the annual ARPD and the three-year CPR. Program review utilizes standardized formats that address relevancy, appropriateness, achievement of SLOs, currency, program demand and efficiency, analysis of external factors impacting a program, assessment of planned program improvements, and future planning. These reviews are intended to provide a regular assessment of the effectiveness of degree programs, non-credit programs, areas of major curricular emphasis, and of major educational and administrative support functions.

The ARPD looks at Measures of Demand and Efficiency and Effectiveness, along with other program-related measures such as Perkins data and Transfer Rates.

The CPR covers a three years period and utilizes the data collected from previous APRDs for evaluation of the Overall Health of the Program. It establishes a plan for the next five years.
The CPR includes assessment results of program SLOs and implementation of curriculum revisions intended for improvement of pedagogical effectiveness.

All CPR have standardized areas of reporting per UHCC Policy 5.202. Pertinent areas include The Executive Summary of Program Status and Response to Previous Program review; Quantitative Indicators (Overall Program Health, Demand, Efficiency and Effectiveness Indicators); Distance Educations; Perkins Core Indicators; Program Analysis: Assessed date of program SLO’s, Assessment Findings, Corrective actions/changes; Action Plans; Budget and Resource.

- CPR ASNS Indicating the use of Undergraduate Research as a best practice and creating of Research Intensive (RI) designation.
- ESOL department utilizes assessment as a way to have impactful discussion with faculty members by continually focusing on one learning outcome until faculty determine appropriate corrective actions have been accomplished. Imparts “meaningful assessment”.
- Biweekly training in Taskstream provided by faculty Taskstream manager (Tues/Wed Fall 2016-Spring 2017) and Assessment training provided by SLO coaches (Every Friday: SLO Stories, SLO Bookclub, SLO-ABC’s and SLO Conversation Corner AY 2016-2017)
- ARPD and CPR Completion Data.
- UHCCP 5.202 Details requirement of ARPD and CPR

Curricular review and program review role in evaluating college curriculum

The assessment of courses is tied into curriculum review, using the same 5-year timeline. The CPR requires a minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate. The demand and effectiveness indicators within the ARPD identifies how the programs role contribute to the College’s overall curriculum.

- ARPD and CPR Data.
- UHCCP 5.202 Details requirement of ARPD and CPR
- HOST program for Curriculum

Program evaluation and institutional planning

The Comprehensive Program Review is used in part to ensure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the review in the College planning and resource allocation/reallocation processes.
ANALYSIS AND EVALUATION

The College meets the standard. Kapiʻolani Community College routinely evaluates all instructional programs regardless of delivery mode or location and continuously improves programs and courses to enhance learning outcomes and achievement for students.

Evaluation and improvement are achieved, first, by evaluating programs and course on a routine basis, second, by ensuring programs utilize the same evaluation criteria as prescribed in UHCC Policy 5.202, third, by tying funding to comprehensive program reviews and improvement plans, and finally, by assessing the effects of the improvement plans and re-initiating the evaluation process.
II.B. Library and Learning Support Services

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

EVIDENCE OF MEETING THE STANDARD

Kapiʻolani Community College supports student learning and achievement by providing sufficient library and learning support services for students, personnel responsible for student learning, and educational programs, regardless of location and means of delivery.

General Library Services

KCC’s Library and Learning Resources Unit, staffed by 17 employees, is comprised of the Library, Testing, the Lamakū Learning Center (formerly known as the Study Hub), and an open computer lab (II.B.1-1). The library sees an average of 346,458 people through its doors per year during its 62 weekly hours of service (II.B.1-2). Consistently, over the past accreditation cycle, at least 75% of of students surveyed Agree or Strongly Agree that they are satisfied with the library services offered (II.B.1-3) (II.B.1-4).

Library Collections

KCC students, faculty, and staff use the Library’s website to search for books, ebooks, articles, DVDs, streaming video, and more. The Library collects materials to support the curriculum; students can find resources to help themselves get started with college, write an argumentative paper for ENG 100, or complete assignments in their disciplines. The Library sees an average of 49 circulations, electronic books used, and full-text journal articles downloaded per student and faculty FTE per year for a total of _____ (II.B.1-5). Students, faculty, and staff of KCC also have access to resources from other UH System Libraries. See Standard II.B.4 for more information about Intrasystem Loan (ISL) agreements. Faculty and staff agree or strongly agree, in excess of 75% that they are satisfied in the Library’s collection including online journals, currency; quantity; quality; and variety (II.B.1-6). These rates are slightly higher than 2012 survey results, improving on already positive levels of collections.
service (ER 17). The Library uses the College’s program review system to evaluate its efficiency and program effectiveness, and creates plans for improvements and resource allocations (II.B.1-6).

**Library Instruction and Student Learning Support**

The Library offers resource and information literacy instruction sessions for courses. These sessions are customized to the instructor’s course assignment and can vary in length from a part of one class period to four sessions, held on subsequent class days or spread throughout the semester. For fully online courses, librarians create online subject guides and online modules in the campus’ learning management system to support learning. As a response to evolving Association of College Research Libraries standards for information literacy, the Library has developed and piloted a 3-credit information literacy course (II.B.1-8)(II.B.1-9)(II.B.1-10).

Librarians provide one-on-one support to the campus community through Reference Desk services. Reference Librarians also take phone calls and emails from students, including those taking courses via distance education (II.B.1-11).

The Library organizes academic support workshops to help students succeed in college through its Secrets of Success (SOS) program (II.B.1-12). Example workshops include taking notes in college, Microsoft Word basics, career exploration, and scholarship writing.

Also in support of academic success, the Library provides access to the online resource Learning Express Library, which provides nearly 1,000 online tutorials, practice tests, and eBooks, as well as job search and workplace skills improvement, support to build skills in reading, writing, math, and basic science, career certification and licensure exam prep, college and grad school entrance test prep, GED test prep, and more. (Ed.’s note: This may change.)

**Computer Laboratories**

Computer labs exist throughout the campus; some are restricted to students within specific programs. The largest open computer lab is located in the Library, with ample desktops and printing services. The Library also circulates laptops for all-day use. The College has numerous labs in a variety of settings and venues including the Lama Open Lab, Köpiko BLT Lab, STEM lab, Mānele Lab, Econ Lab, and the Co-Req Lab (II.B.1-13).

**Tutoring**

Established in fall 2015, the Study Hub in the Library provides tutoring services to all students primarily for, but not limited to, math and writing. Peer tutors, volunteer instructional faculty, and community volunteers provided roughly 4,760 contact hours in its first year of operation.
to over 940 unduplicated students. The Study Hub received College Reading & Learning Association (CRLA) Level I Certified Tutor Certification in 2017 (II.B.1-14) (II.B.1-15). In 2017 the Study Hub was moved to the second floor and named the Lamakū Learning Center.

Other tutoring centers around campus include the STEM Center (II.B.1-16), BLT Lab (II.B.1-19), and TriO (II.B.1-17), serve students in their programs.

Students who prefer to not see a tutor in person receive online support through Brainfuse on topics such as writing, math, accounting, chemistry, economics, and nursing. Several hundreds of students utilize Brainfuse each semester. A study examining 2013-2015 usage estimated that 87 KCC students are retained per year due to online tutoring (II.B.1-19).

**Testing**

The campus’ Testing Center provides 56 hours a week of proctored placement testing, testing for distance education, make-up testing, and accommodations (ADA) testing (II.B.1.-20). From FY 2015 through 2017, the center has administered an average of 28,597 tests. To increase accessibility, the center has a mutual proctoring understanding with other campuses in the system, in which students at each campus may take proctored tests at campuses convenient to them (II.B.1-21).

**ANALYSIS AND EVALUATION**

The College meets the standard. Kapi‘olani Community College supports student learning and achievement by providing sufficient library and learning support services for students, personnel responsible for student learning, and educational programs, regardless of location and means of delivery.

- Students ample ways to access information and services. Physical library resources can be made available to KCC students home-based at other campuses, including those taking online courses, via IntraSystem Loan. Librarians travel to classes, create online guides, and answer reference questions via phone and email. Resources accessible 24/7 regardless of location include the Library’s many online resources (over #### full text online books, #### streaming educational videos, and #### full-text journal, magazine, and newspaper articles), and Brainfuse online tutoring. Online tutoring is available 24/7 via Brainfuse for Math, Writing, Reading, Science, Business, Health Professions and Nursing, Computers and Technology, ESOL, Spanish, and History. Students taking courses via distance education are fully supported by these online services and resources.
- The campus has shown an increased focus on developing adequate tutoring options for students, most recently with the establishment of the Study Hub to provide tutoring for
all students. There is evidence of an effort to create collaboration and coordination among tutoring centers across campus (see Standard II.B.3.).

- The campus is cognizant of the need to continue exploring ways to increase remote options for library instruction and academic support, as noted in the campus’ Distance Education (DE) Plan.

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

**Evidence of Meeting the Standard**

Kapiʻolani Community College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission through the expertise of its faculty and learning support services staff.

The Library’s mission statement states: “The mission of the Library and Learning Resources unit at the College is to support the vision of Kapiʻolani Community College by providing an innovative environment for learning and research.” This support includes providing “access to and instruction in the use of informational tools and resources.” ([II.B.2-1](#)) The selection of educational materials (print and online books, magazines, journals, databases, and videos) and equipment (computers, software, etc.) supports the mission of the College to provide “open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi.” ([II.B.2.-2](#))

**Educational Materials**

Kapiʻolani CC library materials, including print and online books, magazines, journals, films, and databases, are selected by librarians, with recommendations from instructional faculty, to support student learning. As stated in the library’s [Collection Development Policy](#), materials are selected to support the College curriculum. Liaison librarians communicate regularly with the faculty in their assigned disciplines to be aware of curriculum needs and meet with departments undergoing professional accreditation to discuss subject coverage within the library’s collection ([II.B.2-5](#)). In addition, liaison librarians encourage faculty and students to submit purchase requests and consult standard review sources and professional journals, such as Library Journal, Booklist, and Publisher’s Weekly, to assess the quality of materials before purchase.
The Library also emphasizes collecting materials relevant to Hawaiʻi and hired a new Hawaiian Resource Specialist in 2013 who has the appropriate expertise to select materials related to Hawaiʻi and Hawaiian culture. This expertise is significant in fulfilling the College’s vision to be a model indigenous serving institution. Program review is the vehicle through which the library evaluates its services and makes programmatic improvements (II.B.2-3).

The Library has two unique collections that add to the diversity of materials it provides. The Game Collection consists of a variety of international board games that students can use anywhere in the library (II.B.2-4). This collection supports student engagement, lifelong learning, and curriculum in culture/language courses. The Library also has a Seed Stand, which librarians and staff maintain for students to freely take seeds to grow at home, as well as leave extra seeds for others to take. The library considers this the seed exchange program a learning resource that supports the curriculum, lifelong learning, and campus sustainability initiatives.

In 2016, in response to student requests and to support student learning, the Library significantly expanded its Course Reserves collection by using Title III grant funds to purchase almost every course textbook. The Library meets programmatic accreditor expectations for the programs offered at the College including Occupational Therapy Assistant (II.B.2-6), Dental Assisting (II.B.2-7), Business Legal and Technology (II.B.2-8), Surgical Technology (II.B.2-9), and Nursing (II.B.2-10).

The Library also completed a large deselection/weeding project in 2016-2017 to remove outdated books from the collection to improve its access and use by students.

- The Curriculum workflow includes a notification to the Head Librarian in order to flag new materials needed for courses. (Memo of Chancellor’s approval; Curriculum Process (Graphic Workflow for Courses and Programs_2017) Workflow for Regular Courses in AY2017 8-25-17; New topic under an Existing Approved Umbrella 2017-18; Workflow for Experimental Courses AY2017-2018)

**Learning Equipment**

Kapiʻolani CC Library selects and maintains a variety of educational equipment to support student learning, including desktop computers for the open computer lab and Testing Center, Microsoft software, laptops for the Study Hub tutoring center, printers, a scanner, and laptops for students to borrow (II.B.2.-11). It strives for a technology refresh schedule of 3 years.

Representatives of the library meet twice a month with IT staff to discuss future trends, new technology feasibility studies, technology upgrades, and problems. This group is called KAP-IT-Lib. Members of KAP-IT-Lib include the Head Librarian, the network and server administrator
for the College, the Electronic Resources Librarian (who represents the interests of the Reference Librarians), the Research Specialist who supports the open lab, and the Digital Initiatives Librarian (who supervises the Research Specialist, represents the interest of the Testing Center, and helps support the library’s servers). KAP-IT-Lib occasionally consults with UH System ITS on software recommendations (II.B.2-12).

The Research Specialist conducts ongoing needs assessments regarding the open lab and makes recommendations for hardware and software changes. The KAP-IT-Lib group takes suggestions from the Library staff and outside departments regarding provision of additional software applications for the computer lab.

**ANALYSIS AND EVALUATION**

The College meets this Standard. Kapi‘olani Community College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission through the expertise of its faculty and learning support services staff. First, the Library has a clear Collection Development policy that outlines selection criteria for materials to support the College curriculum and student learning. Librarians are responsible for the selection and maintenance of these materials. In addition, a committee of librarians and IT specialists and collaborate to select and maintain equipment such as computers and software to support the College curriculum and student learning. The selection of educational equipment and materials clearly supports the College’s mission to provide “open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i.”

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission through the expertise of its faculty and learning support services staff.
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Evidence of Meeting the Standard**

Kapiʻolani Community College continuously evaluates its library and learning support services and makes appropriate changes to improve, ensuring that student learning outcomes and students needs are met.

**Evaluation and improvement of library services**

The KCC Library continuously evaluates its services using a variety of indicators. Library use data is submitted annually for the Annual Report of Program Data (ARPD). Data collected includes circulation statistics, number of hits on the library homepage, reference questions answered, and other indicators of demand, efficiency, and effectiveness. The Head Librarian submits a Comprehensive Program Review every three years that responds to the data collected, summarizes library activities, and outlines goals for moving forward. In addition, an annual spring survey asks students and other users to rate their satisfaction with the library hours, staff, services, and resources and provide comments. The results over the past few years show that the library is successful in meeting student needs, but improvements can always be made. For example, after reference librarians noted an increase in requests for textbooks, a textbook reserve collection was expanded using a grant to purchase almost every textbook to be available for in-library use.

Instruction librarians have developed student learning outcomes for library instruction sessions and regularly assess these outcomes using student surveys, faculty surveys, and evaluating student work. Instruction librarians submit annual assessment reports to the Head Librarian and meet to discuss assessment results and strategies for improvement. Based on assessment results and in-class observations, the librarians identify next steps for improvement. Program Review uses data to make improvements ([II.B.3.-1](#)) ([II.B.1-2](#)) ARPD 2014 ([II.B.1-4](#)).

Librarians systematically use evaluation results as the basis for improvement:

- In AY 2014-15 the Information Literacy Librarian used a rubric to evaluate student work in library sessions for FAMR and PSY courses and found only 63% of students were strong in achieving the SLO “Students will be able to evaluate information and its sources critically.” She developed prompts and modeling to ensure deeper critical
analysis of sources, and has noted an increase in the number of students who have achieved this SLO since implementing these changes (II.B.3-8).

- In AY 2013-14, the Hawaiian Resource Specialist noted that students in HWST 270 were having trouble evaluating authors in an annotated bibliography assignment, with only 37% having strong proficiency in this area. She incorporated a greater focus on evaluation of sources in her instruction and the following year 55% achieved strong proficiency, and 33% were approaching. She is continuing to focus on this area to increase proficiency (II.B.3-7).

- The Learning Resources Librarian observed in an ENG 100 class that students were having difficulty in selecting a focused research topic, so she developed a graphic organizer to help guide their topic selection (II.B.3.3).

- Library SLO Annual Assessment Reports (II.B.3.-10) (II.B.3.-11) (II.B.3.-12).

**Evaluation and Improvement**

The Lamakū Learning Center (formerly known as The Study Hub), a tutoring center that primarily helps students with math and writing skills, was established in the library in fall 2015 in response to a recommendation made by the Student Success Committee to “create and furnish a Reading and Writing Center, Math Lab, and designated spaces for tutoring for all students in all subjects at all levels.” (II.B.3-16) The center evaluates its services in a variety of ways. It uses the software StarFish Retention Solutions for sign-in and data collection. StarFish provides data on the number of student visits, the number of unduplicated students, tutor contact hours, and courses for which the students are being tutored each semester. (II.B.3-16) In AY 2015/16, over 940 unduplicated students (22% of our student FTE) used the Hub, including 25% of the developmental writing and math student population. (II.B.-13) (II.B.3.-14)

Students who received support from the center are asked to complete an online survey to evaluate the service. In spring 2016, student, faculty, and volunteer tutors were also surveyed to provide feedback and ideas for improvement. The Information Literacy librarian, temporarily assigned as the center coordinator, used the survey results to design training activities for tutors (II.B.3-19).

In summer 2016, the Information Literacy librarian engaged in discussion with instructional faculty about assessment of the center and collaborated with them to develop draft student learning outcomes for the service and identify possible assessment methods. A new Learning Center Coordinator was hired in November 2016 to take over management of the Study Hub (now named Lamakū) and is working towards establishing and improving assessment methods for tutoring services. In spring 2017, pre- and post- writing assignments collected the previous
semester were analyzed in a collaborative workshop of peer tutors and faculty to assess tutoring impacts and identify areas for improvement (II.B.3-18) (II.B.3-19).

**Tutoring Services Across Campus**

The College provides a variety of tutoring services which operate independently across campus. These services include tutoring for students in Accounting, Information Technology, Economics, STEM, TRiO, and Ka Pōhaku Kihi Paʻa Peer Mentoring (Native Hawaiian Academic Advancement Program). Although the campus collects ARPD data for tutoring, it does not include all tutoring sites on campus and does not show evidence that they contribute to the attainment of student learning outcomes. There is no formal structure for data collection and evaluation for tutoring services that is consistent across campus. This lack of consistency has been noted in the 2015 ARPD report for tutoring: “Without a formal structure for data collection, any attempt at assessment is fraught with error.” In an effort to address this issue, the Learning Center Coordinator has begun to spearhead more discussion on campus to coordinate the evaluation of tutoring efforts across campus. In spring 2017, the various tutoring and peer mentoring coordinators met to begin an initial discussion about the services they each provide and how best to collect standardized data. (II.B.3-21) (II.B.3-23)

**SOS Workshops**

The SOS (Secrets of Success) program provides workshops on college success, job readiness, technology, library resources, and other topics relevant to student success. The SOS Program Coordinator evaluates these workshop with an evaluation form distributed to every attendee. The SOS Coordinator has used the responses to the evaluation form to help him better market the workshops and he provides feedback to presenters if necessary. (II.B.3-24) Form

**Testing Center**

The Testing Center collects usage data and evaluates its services annually via a student survey. These results are reported in an end of year report. (II.B.3-27)

The Testing Center worked on a special project with the First Year Experience program in AY 2014-15 to improve its services, maximize effective testing for students, and accommodate additional testing in the summer for students hoping to enroll in the fall (II.B.3-28). In response to a rise in cheating, several solutions were investigated and a video surveillance system was installed. In addition, use of the online Students of Concern form to report cheating incidents improved the campus’ follow-up with students. The Office of the Vice Chancellor for Student Affairs reviews all Students of Concern reports and checks if students who are reported for cheating are being reported for other concerns by other offices and faculty (II.B.3-29). This
helps to identify students who may be having repeated incidents across the campus and provides a basis by which to plan solutions (II.B.3-30).

**Learning Support Equipment**

Data on usage of the open computer lab and responses on the annual library survey related to the lab are compiled and shared in an annual report by the Digital Initiatives librarian (II.B.3-30).

Problems with the open lab are reported in an online reporting log and at twice-monthly KAP-LIB-IT meetings. IT problem reports have resulted in improving firewall protection for the campus, replacement of the print card vending and reader systems, and adding software such as Acrobat Pro and plug-ins to support MyMathLab and My IT Lab (II.B.3-31).

**Analysis and Evaluation**

The College meets the standard. Kapiʻolani Community College continuously evaluates its library and learning support services and makes appropriate changes to improve, ensuring that student learning outcomes and student needs are met.

- First, the library regularly evaluates its services via an annual survey to ensure student needs are met. Survey results are compiled and shared on the library website.
- Second, instruction librarians regularly assess student learning outcomes for their library workshops and make changes to improve instruction based on assessment results.
- Third, tutoring services offered in the library are evaluated via survey and student work. In addition, the recently hired Learning Center Coordinator is working to coordinate the evaluation of tutoring services across campus.
- Finally, other learning support services such as the Testing Center, the SOS Program, and learning support equipment are regularly evaluated to make sure student needs are met and the services are improved.

Kapiʻolani Community College continuously evaluates its library and learning support services and makes appropriate changes to improve, ensuring that student learning outcomes and student needs are met.
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

**EVIDENCE OF MEETING THE STANDARD**

Kapiʻolani Community College maintains and documents formal agreements or contractual arrangements when collaborating with other institutions or other sources, and ensures effectiveness, security, maintenance, and reliability of its services ([II.B.4-7](#)).

**Collaboration on Electronic Resources.**

KCC maintains formal agreements with database vendors and collaborates with the UH system and Hawaiʻi Public Library System to provide library services such as the Hawaiʻi Voyager library catalog and shared databases through the Hawaiʻi Library Consortium, the Community College Library Consortium (II.B.4-5), and Medical Libraries Consortium of Hawaiʻi (MLCH) II.B.4-2. These e-resources are evaluated via usage statistics, cost, and an annual spring survey. When evaluating database renewals, the Reference team annually looks at a summary prepared by the Electronic Resources Librarian that shows usage statistics and cost of each database. ([II.B.4-8](#)) In the 2016 LLR spring survey of students, 94% agreed or strongly agreed with the statement: *I get enough articles from the library databases to meet my class needs.* (ER 17) ([II.B.4-3](#)) ([II.B.4-10](#)).

- (eval of e-resources)

**Collaboration on IntraSystem Loan**

Library users can transfer items from other UH System libraries through IntraSystem Loan at no cost. The UH Libraries IntraSystem Loan committee discusses, revises, and maintains a listing of its policies. In the 2016 LLR spring survey of students, 94% agreed or strongly agreed with the statement: *I am generally satisfied with obtaining items from other UH Libraries via KCC Library (IntraSystem Loan)* ([II.B.4-1](#)).
Security

Library users use their UH username and password to log in to Library computers. Library electronic databases also require UH username and password login when users are off campus to ensure that users are affiliated with KCC. Library materials are tagged with 3M strips that sound when sensitized and leaving the Library through its security gates.

Effectiveness, Maintenance, and Reliability

The Library and Learning Resources evaluates the effectiveness of its services on a regular basis, providing maintenance when necessary to ensure reliability. See Standard II.B.3 for more details.

ANALYSIS AND EVALUATION

Kapiʻolani Community College maintains and documents formal agreements or contractual arrangements when collaborating with other institutions or other sources, and ensures effectiveness, security, maintenance, and reliability of its services.

II.C. Student Support Services

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

EVIDENCE OF MEETING THE STANDARD

Kapiʻolani Community College regularly assesses and evaluates the quality of student support services offered to students and uses the findings to improve services in all settings, including distance to maximize student learning and to better meet the College mission.

Multi-faceted Evaluation

KCC evaluates its student services in four key ways: Annual Review of Program Data (ARPD), Comprehensive Program Review (CPR), the Student Success Pathway, college initiatives and grants and KCC Strategic Plan.

Program Review

ARPD and Comprehensive Review

There are 16 departments of student supports services, which are provided in all delivery methods. Each department has goals for the year and is evaluated principally through systematic annual program review (ARPD) (II.C.1-1) and comprehensive program review (CPR)
done every three years (II.C-1-2). The results from the annual program review are reviewed as a team in the fall and when there are areas that require expansion, clarifying questions are asked and new ideas are discussed. The goal of the evaluation processes is to balance programmatic improvement with meaningful time to gather evidence (II.C-2a). Through this process, student needs are identified, prioritized and aligned with resources to remove barriers along the College pathway to degree, certificate or transfer (ER 15).

ARPD is the primary driver by which the College assesses and improves its student support services programs (I.B.5.) Comprehensive program review, a more thorough and extensive assessment, is conducted every three years that fold in the between-year annual report findings. At KCC, the ARPD summarizes key information including student learning findings, efficiency and demand indicators, Achieving the Dream (AtD) success measures, effectiveness indicators, and results of student engagement and satisfaction (Community College Survey of Student Engagement, CCSSE) (II.C.1-3; II.C.1-1). Program leaders and staff review, reflect and plan using narrative text that analyzes the data and pose new questions about practice and process. Action plans are targeted to address emerging and ongoing student needs which are included in the College’s integrated planning processes and resource requests are prioritized based on the strategic plan (II.C.1-4), the Student Success Pathway (II.C.1-5) and the College mission (II.C.1-6).

In addition, while all programs offered through student services engage in formal annual planning efforts through its ARPD and CPR, some programs administer additional annual student and program-level surveys. Such assessment demonstrates support of student learning by determining necessary improvements in specific areas. For example, in May 2016, two surveys were conducted to establish the baseline of student success in distance education and provide the justification/rationale of a focus on support for online learner success. Originally, these reports provided insight as to the support needs of students enrolled in only online courses. However, the focus has since evolved to looking at the support and preparation needs of all online students, including those taking both online and on-site classes, to best enhance their success in online coursework (II.C.1.7, II.C.1.8).

The College uses surveys to evaluate the quality of its student support services. In spring 2014 and 2016, the College participated in the Community College Survey of Student Engagement (CCSSE) (II.C.1-3). The effectiveness of the College’s “support for learners” is reflected in the CCSSE scores which for the 2014 survey was benchmarked against institution in the category of “large colleges” (II.C.1-3). Several patterns emerged in the analysis of the data (II.C.1-16).

- The frequency with which services were utilized were consistently below 2.0 (somewhat/sometimes used) for academic advising, career counseling, job placement, financial aid advising, student organizations, transfer credit assistance, and services for people with disabilities.
The satisfaction rates for services was above 2.0 (sometime/somewhat satisfied) for academic advising, career counseling, financial aid advising and transfer credit assistance and below 2.0 for job placement and student organizations.

The importance of services was rated by students above 2.0 (sometimes/somewhat important) for all services except for student organizations. The largest gain in importance since the 2012 survey was seen in the need for career advising.

The four most important services as ranked by the students were academic advising (2.61 on a 3.0 scale), career counseling (2.51), and financial aid advising (2.44).

The next CCSSE survey was administered in 2016 and analyzed in last year’s 2017 ARPD.

The frequency with which services were utilized were consistently below 2.0 (somewhat/sometimes used) for academic advising, career counseling, job placement, financial aid advising, student organizations, transfer credit assistance, and services for people with disabilities.

The satisfaction rates for services was above 2.0 (sometime/somewhat satisfied) for academic advising, career counseling, financial aid advising and transfer credit assistance and below 2.0 for job placement, student organizations, and disability services.

The importance of services was rated by students above 2.0 (sometimes/somewhat important) for all services except for student organizations. The largest gain in importance since the 2008 survey was seen in the need for financial aid advising.

The four most important services as ranked by the students were academic advising (2.60 on a 3.0 scale), career counseling (2.49), financial aid advising (2.43), and transfer credit assistance (2.39).

Kapiʻolani Community College has implemented a three-year cycle for comprehensive program reviews (II.C.1-2) to measure the effectiveness of student support programs including Kekaulike Information and Services Center (KISC): Admissions, Records, Graduation and Financial Aid, Kuilei Outreach Program, Military Veterans Program, Disability Support Services Office (DSSO), Early Alert Program, TRiO Student Support Services, First Year Experience and Lunalilo Scholars Program, Student Activities, Mental Health and Wellness, Native Hawaiian Career and Technical Education (CTE) Program: Kūlia Ma Kapiʻolani, Transfer Year Experience, Student Parent Program, Employment Prep, Student Conduct, Kapoʻoloku: Native Hawaiian Student Success, and Distance Learning. Academic Advising is provided in two ways, embedded in the career technical programs and general academic advisors for Liberal Arts. In order to provide specialized academic advising to students and keep in close contact with instructional programming, counselors are embedded in academic programs. These counselors report to their department chairs and ultimately to the Vice Chancellor for Academic Affairs. These embedded advisors are in the following offices:

1. Business, Legal, and Technology (BLT)
2. Culinary Arts (CULN)

3. Health Sciences, Emergency Medical Services (EMS), and Nursing

4. Hospitality (HOST)

5. Maida Kamber Center for Career Exploration, Transfer, and Graduation Services (MKC, serving the Arts and Sciences Program)

Student Affairs submits respective department program reviews annually for approval so that each area is thoroughly and systematically evaluated. Once reviewed and approved by the Vice Chancellor for Student Affairs, the program review is uploaded to the system Annual Report of Program Data (ARPD) at the University of Hawai‘i Community College system website for public consumption (II.C.1-1).

The data and analysis provided in the ARPD allows for monitoring of program improvement. For example, the results of the ARPD efficiency data (II.C.1-9) indicate a steady 2% improvement in the awarding of financial aid (Pell participation rate). The number of Native Hawaiian students receiving financial aid at the College increased by 2%. The College is in the fourth year of the centralized financial aid awarding project which began in July 2012. The amount of Pell distribution increased by over $66,000, which may have led to the increase number of students being awarded overall financial aid.

The assessment data presented in the annual ARPD and included in the three-year comprehensive review are considered annually when recommendations are made for funding in an annual allocation process whereby additional funding is requested for improvement strategies. The Allocation Request Form (ARF) requires applicants for funding to refer to assessment data and planning documents to support their requests (II.C.1-10). This process determines financial priorities for student support services as well as the rest of the campus. The ARF process aids in assuring that the institution is regularly evaluating the needs of student support services in order to meet the mission of the College.

Programs that require additional assessment and external review in order to receive ongoing funding are TRiO Student Support Services and the Native Hawaiian CTE Program: Kulia Ma Kapi‘olani. In addition to the annual program review, Kapi‘olani Community College evaluates these programs annually according to state and/or federal regulations (II.C.1-11 and II.C.1-12).

Initiatives and Grants
(Ed: More to be written)

In addition to program review, Kapi‘olani Community College evaluates its services and programs through the statewide initiatives and governmental grants designed to meet student needs. The College is treating distance education students as a targeted population, meaning, a population that the College has identified as needing additional support and supported by the comprehensive program reviews (II.C.1-13 and II.C.1-14). Other targeted populations include Native Hawaiians, First Year students, Filipino students, International, adult/returning
adults, Pacific Islanders and Transfer students, many identified by the College’s strategic plan (II.C.1-4). The creation of the distance learning counselor was based on review and assessment of the needs of the College (II.C.1.8).

The College has been awarded a total of $7 million in grants to develop intensive language and culture courses in Chinese, Japanese, Korean, and Vietnamese as a Second Language, and a field of study program with a service-learning component with partner institutions in China, Japan, Korea, and Vietnam.

Each semester students from the UH Community College System are selected on a competitive basis to participate in this two-semester program. In 2016-2017, six students studied and traveled to China and nine, to Japan (Annual Report)

**Student Pathways**

The College has adopted the Student Success Pathway (II.C.1-5) which is supported by guided pathway initiatives from Achieving the Dream and Complete College America. It has been integrated in the College’s strategic plan (II.C.1-4) and is accessed on a quarterly basis by the Student Success Coordinator and the College’s chancellor and administrative team.

The Student Success Pathway is an integrated, institution-wide approach to student success based on research supported by organizations such as Community College Research Center, American Association of Community College, Achieving the Dream, Complete College America, Jobs for the Future and Completion by Design. This Student Success Pathway model is based on intentionally designed clear and structured educational experiences that guide students from their point of entry to graduation, transfer, and career.

Aligning the University of Hawai‘i Community College strategic directions and the College’s outcomes and performance measures, Kapiʻolani Community College is committed to using the student success pathway model as a framework for annual performance review and strategic planning. The College will focus on increasing graduation rates, innovation, and enrollment, and implementing sustainable teaching and learning environments.

**Strategic Planning**

All student supports are aligned with the College Strategic Plan which makes the College mission concrete and visible. The Strategic Plan includes specific goals, outcomes and measures that the College endeavors to meet or to exceed. These strategic directions align with the University of Hawaiʻi Community College’s Strategic Directions, 2015-2021 and ultimately with the University of Hawaiʻi Strategic Directions, 2015-2021. (See, I.A.2; I.B.5)

Aligning the UHCC strategic directions and Kapiʻolani Community College (KCC) outcomes and performance measures, KCC is committed to using the student success pathway model as a framework for annual performance review and strategic planning. Each department and unit will be tasked to align their goals and strategies with this framework. KCC commits to meeting its performance measures under this model and will report on the measures in the
Chancellor’s annual report. The foci is on increasing graduation rates, innovation and enrollment and implementing sustainable, teaching, and learning environments.

System Goals
(Ed.: more to be written)

Analysis and Evaluation
The College meets this standard. The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and ensure accomplishment of the mission of Kapiʻolani Community College (II.C.1-6). Improvements to these myriad services rely upon data, SAOs, SLOs, program review and formal surveys to improve and enhance student learning, including the continued success of distance education students. Each of these efforts aids student support services to support student learning and accomplish the mission of the College.

II.C.1-1 Annual Performance Review, Student Services
II.C.1-2 Comprehensive Program Review, Student Affairs
II.C.1-3 Community College Survey of Student Engagement (CCSSE), 2014
II.C.1-4 Kapi ʻolani Community College’s Strategic Plan 2015-2021
II.C.1-5 Student Success Pathway
II.C.1-6 Kapiʻolani Community College’s Mission Statement
II.C.1-7 Online Learners Survey
II.C.1-8 Demographic and Academic Characteristics of Online-Only Students at KCC
II.C.1-9 2016 Annual Performance Review, Qualitative Indicators
II.C.1-10 Allocation Request and New Proposal Form (ARF)
II.C.1-11 TRiO Annual Federal Review
II.C.1-12 Native Hawaiian Career and Technical Education (CTE) Program: Kūlia Ma Kapiʻolani Federal Review
II.C.1-13 Student Affairs’ Comprehensive Program Review 2013-2016
II.C.1-14 Student Affairs’ Comprehensive Program Review 2016-2019
II.C.1-15 Community College Survey of Student Engagement (CCSSE), 2016
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

EVIDENCE OF MEETING THE STANDARD

The College identifies and assesses learning support outcomes and provides appropriate services and programs to achieve those outcomes, using assessment data to continuously improve student support programs and services.

The learning support outcomes are addressed through the counseling student learning outcomes. Originally created in Spring 2013 semester, the counseling Student Learning Outcomes (SLOs) measure the effectiveness and provide data for improving programs within the College. Counselors regularly discuss improvements at individual department meetings and Student Affairs Leadership Team (SALT) meetings (II.C.2-1). Once a semester all counselors meet in a formal setting at Assessment Cafe (II.C.2-3). Counselors share updates, progress, and receive feedback on how to address various student and program issues that arise from their assessment. The Counseling Assessment Leaders group, a smaller group of representative academic and student affairs counselors, meet monthly to discuss overall assessment progress, changes/updates, and resources needed to help move assessment efforts forward (II.C.2-13). The counselors are currently on a three-year SLO assessment cycle (2016-2019) with the results recorded in Taskstream [link].

Furthermore each program under student affairs has completed a student success template (II.C.2-5) to articulate program goals for the year. Programs such as the Kekaulike Information Services Center (KISC) that are primarily responsible for Admission, Graduation and Registration are in the process of revising Service Area Outcomes (SAO) (II.C.2-2) to measure students’ needs and program effectiveness.

The Office of Student Activities is responsible for Student IDs, Bus Passes, and other student service resources and has already created SAOs and made an initial assessment in the summer of 2017 (II.C.2-7, II.C.2-8, II.C.2-9, and II.C.2-10).

As described in detail in Section II.C.1, Kapi‘olani Community College utilizes extensive surveys, program reviews, SLO and SAO data to assess the sufficiency of its many student support programs and ensure the services meet student needs. For example during the Fall of 2017, the Student Parent Program completed a needs assessment (II.C.2-11), while KISC has created survey tallies and surveys for their area (II.C.2-12) along with revising its mission statement during the Spring of 2016 (II.C.6). Each service area, including those related to distance education, and off-site locations, is assessed thoroughly every three years. Upon completion, such reviews are forwarded to the Vice Chancellor for Student Affairs for approval. Approved
comprehensive program reviews, are submitted to OFIE for final review and posting to the public occurs (II.C.1-2).

**ANALYSIS AND EVALUATION**

The College meets this standard. The College identifies and assesses learning support outcomes and provides appropriate services and programs to achieve those outcomes, using assessment data to continuously improve student support programs and services. Through various discussion forums and reporting, the College continuously improve student support programs and service.

(Ed’s Note: KISC plans to use telephone data for assessment of services, will collaborate with CELTT)

### II.C.2-1
SALT (Student Affairs Leaders Team) Minutes

### II.C.2-2
Kekaulike Information and Service Center (KISC): Service Area Outcomes Report

### II.C.2-3
Counseling Assessment Cafe (C2D2)

### II.C.2-4
Student Services Taskstream Reports

### II.C.2-5
SSP Templates (Student Services)

### II.C.2-6
Kekaulike Information and Service Center (KISC): Mission Statement

### II.C.2-7
Board of Student Activities Student Survey Template

### II.C.2-8
Board of Student Activities Leadership Evaluation

### II.C.2-9
Lessons on Leadership Survey

### II.C.2-10
Office of Student Activities Service Area Outcomes

### II.C.2-11
Student Parent Program Needs Assessment

### II.C.2-12
Kekaulike Information and Service Center (KISC) Surveys

### II.C.2-13
Counseling Learning Assessment
II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. (ER 15)

**Evidence of Meeting the Standard**

Access at Kapi‘olani Community College involves the ability to access the curriculum, offerings and services to the maximum extent possible. The campus ensures that equitable access to appropriate, comprehensive, and reliable student services are available to all students regardless of service location or delivery method. Kapi‘olani Community College provides comprehensive retention counseling, orientation for first year students, tutoring for all students, and material delivery services to all students, regardless of their service location or course delivery method. In addition to a full range of student enrollment support services are provided, services include access to year-around admissions, records, financial aid, veteran certification, academic advising and targeted population counseling. Various modalities are employed to ensure comprehensive access and service: email, telephone, online access, face-to-face, workshops and mail (II.C.3-8). Kapi‘olani Community College strives to meet the service needs of its students by assessing all service areas, including those offered online or off-site, using the same rigorous program review, survey data, SLO and SAO processes outlined in Standard II.C.1.

Counseling services are offered throughout the year in a model that embeds counselors within academic programs to provide more personalized service. (See, II.C. 5; ER 15)

Based on a needs analysis, a full-time mental health counselor position was created to provide short-term, mental health services, as well as the recently created distance education counseling position to address the needs of fully online learners. Additional counseling is offered in the following areas: there are two full-time counselors dedicated solely to address the needs of students with children, two full-time counselors to address the needs of international students, two full-time counselors assigned to assist first-year students, one part-time counselor to address the needs of the Deaf Education program, seven full-time counselors assigned to Arts and Science advising, transfer and graduation, two full-time counselors dedicated to high school recruitment and early admit programs, eight full-time counselors to assist the career technical students, one early alert counselor dedicated to academic early intervention, one coordinator for student conduct and one counselor dedicated to assist students as they transfer into the College. Additionally, there is a dedicated full-time staff member supporting student activities and clubs (II.C.3-5).

**Student Outreach**

The College’s outreach activities include early access to college – the Kuilei Outreach Program, which dedicates two full-time counselors to visit high schools as well as middle schools to introduce our college and encourage matriculation to postsecondary education. These
counselors guide incoming students through the College application, assessment, academic advising and application for financial aid. This program also supports three types of students: Early Admit students who are taking full time courses at Kapiʻolani Community College, Running Start students who are in high school taking some classes on campus and finally, Early College students, who are concurrently enrolled in our College, taking college level courses at our local high schools. Students are provided counseling services on-site, whether at the high school or on campus.

Our First Year Experience (FYE) program offers orientation to support students’ smooth transition into college. Orientation workshops are offered on campus in a face-to-face format as well as over-the-phone and web personalized orientations for students who are not able to come to campus. FYE maintains a central location on campus to assist first-year students throughout their first two-semesters of college with the social as well as the academic adjustment to college (II.C.3-7).

As an example of career technical academic counselors serve students, the Emergency Medical Services Department offers courses and programs off-site at our neighbor island University of Hawaiʻi Community College campuses. To support the students enrolled in these programs, counseling staff make regular visits as well as maintain accessibility through email and phone.

Additionally, the Kekaulike Information and Service Center (KISC) is a one-stop center providing student services in a convenient, coordinated approach to assist students in the areas of admissions, registration and records (II.C.3-9). At KISC, students may also receive assistance with academic transcripts, enrollment and graduation verification, petitions for graduation, U.S. veterans’ enrollment verification certification, and others. Services may be acquired in-person, on the phone, via email, fax and the mail.

**Matching Services to Student Needs**

All Kapiʻolani Community College students have access to numerous online services; as such, distance education and off-site students are served equitably. Campus services can be accomplished wherever internet access is available. In Fall of 2016, the University of Hawaiʻi Community College system adapted multiple measures for placement, allowing students to self-report various measures in place of an on-site placement exam. This now allows all campus services to be readily accessible. These online services include, but are not limited to Frequently Asked Questions, admissions application, the MyUH student portal, which includes options for online orientation, schedule of classes, college catalog, course registration services, unofficial and official transcript requests, online degree audit tool through STAR, online payment summary and financial aid communications. An area of improvement would be transcript evaluation for international students, the College has one person assigned, part-time to this process. If they leave the College, becomes ill, or otherwise cannot perform this part of their job, the entire function ceases and the evaluation of prior learning credits for international students stops. Additionally, BrainFuse, an online tutoring service is available for all students.
Off-site admissions application workshops, orientations, assessments and educational plans and workshops for student support services such as financial aid are also offered for students taking Kapi‘olani Community College courses at dual credit/early college locations, which serves high school student.

Additionally, to increase student access to college and in general, to assist students paying for their educational expenses, the Financial Aid Office administers all financial aid programs, federal or local, in compliance with all applicable laws and regulations (II.C.3-10). The Financial Aid Office maintains integrity, accuracy and confidentiality in the delivery of financial assistance to all eligible admitted students. Types of aid available to students include:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal work-study program
- Institutional scholarships
- Other scholarships

The College’s webpage (II.C.3-11) provides students with information on the services available from the Financial Aid Office as well as access to forms pertaining to accessing aid (II.C.3-10). Information and application for scholarships are available on a system-wide scholarship webpage (II.C.3-4). Informational workshops on how to apply for scholarships are conducted every spring.

For students who need help with applying for financial aid (completing the FAFSA and related forms), or who may have questions concerning financial aid, the College provides information via phone, email as well as a walk-in counter service which offers students access five days per week. Students in need of assistance with completing the Free Application for Federal Student Aid (FAFSA) may obtain help at the First-Year Experience Student Success Center, Kikaha o Lea‘ahi, where peer advisors will help them in completing the application for federal financial aid.

Finally, the College offers a full range of services for students with disabilities which help with access to course curriculum, mobility services and technology which allows students to demonstrate mastery of course and program content. Kapi‘olani Community College (KCC) is committed to a barrier-free campus, ensuring that all students have equal access to education. KCC agrees to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act. (II.C.3-4a)

**ANALYSIS AND EVALUATION**

The College meets the standard. The campus ensures that equitable access to appropriate, comprehensive, and reliable student services is available to all students regardless of service location or delivery method. Recent improvements have made academic and personal
counseling available through various modalities, as well as extended hours. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. The College provides services designed to support students’ personal as well as academic growth and is continually working to ensure students are able to access these services.

II.C.3-1  ASKCC Student Congress Charter
II.C.3-2  BOSA Charter
II.C.3-3  BOSP Charter
II.C.3-4  Online Scholarship Application for University of Hawai’i
II.C.3-5  Counseling Directory
II.C.3-6  Online Counseling Form
II.C.3-7  First Year Experience
II.C.3-8  SOS Workshops offered by the Library
II.C.3-9  Admission Page
II.C.3-10 Financial Aid Webpage
II.C.3-11 Kapi’olani Community College Main Website

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

EVIDENCE OF MEETING THE STANDARD

The College’s co-curricular programs support the College’s mission through relevant programming contributing to the social and cultural dimensions of the educational experience of its students; these programs are conducted with sound policy and standards of integrity that guide the institution’s control of programs and finances. The co-curricular activities support academic learning by championing student engagement throughout campus. The institution has responsibility for the control of these programs, including their finances.
Kapiʻolani Community College has many co-curricular programs that support both the mission of the College and contribute to the overall educational experience of its students.

**Learning Outside the Classroom**

The College’s mission (II.C.4-1) supports the diverse communities of Hawaiʻi, “preparing indigenous, local, national, and international students for their productive futures”. The College promotes and routinely offers the following cultural and social activities.

- **Cultural**
  - Kūlia ma Kapiʻolani – Native Hawaiian Career & Technical Education Project (II.C.4-2)
  - Kapoʻoloku Program for Native Hawaiian Student Success (II.C.4-3)
  - Malama Maunuunu (II.C.4-4)
  - International Festival (II.C.4-5)
  - Kalāualani programming (II.C.4-6)

- **Social**
  - IM LeeSports League General Information (Intramurals) (II.C.4-7)
  - International Film Night Event (II.C.4-8)
  - Board of Student Activities (BOSA) Calendar of Events (II.C.4-9)
  - Lauhala Picnic (II.C.4-10)
  - Earth Day (II.C.4-11)
  - KCC Community Partner Fair (II.C.4-12)
  - International Café (II.C.4-13)

The College develops co-curricular programs that reflect the diverse student demographics. The ongoing development of many co-curricular activities is handled by the Office of Student Activities and the Associated Students of Kapiʻolani Community College (ASKCC). All clubs on campus are designed, created, and run by students. Although faculty serve as club advisers, faculty involvement is limited to encouraging student leadership. Co-curricular clubs such as Filipino Club reflect the College’s goal in reaching a diverse student population (II.C.4-14).

**Opportunities for Leadership**

The College nurtures the development of student leadership and learning through the Chartered Student Organizations (CSOs) (II.C.4-15). These organizations are an integral part of campus life and they engage faculty, staff, administration, and students to create meaningful experiences. They sponsor events that bring together stakeholders from all areas of campus to help students develop leadership skills, learn new skills and insights about themselves, and feel connected to the campus community.

The Associated Students of KCC (ASKCC), also known as Student Congress, maintains a strong presence as one of the College’s shared governance bodies and the official channel between students and the College administration in the areas of college governance, student rights, academic regulations, curriculum development, instruction, support services, co-curricular
activities, and all fees assessed by the College to students, including tuition. ASKCC is a voting member of the Chancellor’s Advisory Council, which meets six to eight times a year, and is invited to update the CAC on its governance activities at each meeting. It is a member of the Council of Authorized Governance Organizations, a gathering of leaders of the Faculty Senate, the Staff Council, Kalāualani, and ASKCC who meet once a month with the Chancellor and the Executive Assistant to the Chancellor. As an Authorized Governance Organization it participates in the integrated planning and budgeting process by participating on a panel of reviewers of Allocation Resource applicants (II.C.4-16).

The Board of Student Activities (BOSA) is in charge of campus activities. They make sure that students have a way to socially interact with one another to keep a healthy and positive atmosphere within the campus (II.C.4-17). The Board of Student Publications (BOSP) is responsible for promoting student publications and overseeing campus publications (II.C.4-18). The mission of the Board of Student Publications is to (1) Provide media for instruction and training; (2) Showcase student talents; (3) Provide media for sharing information, ideas and opinions; and (4) Support cross-curricular emphasis.

- Kapio News, the student newspaper, provides students with the opportunity to investigate, write, edit, photograph, and design an online publication (II.C.4-19)
- Ka Hue Anahā Journal of Academic Research & Writing (II.C.4-20)
- Lēʻahi: Creative Arts Journal (II.C.4-21)
- Pueo O Kū: Journal of Science, Technology, Engineering, and Mathematics (II.C.4-22)

Beyond the CSOs, the College encourages students to develop leadership skills, develop social connections, and experience learning outside the classroom through:

- Registered Campus Organizations (RCOs) and Registered Independent Organizations (RIOs) (II.C.4-23). RCOs are special interest groups organized around academic majors or departments. RIOs are groups formed around interests that include social, leisure, ethnicity, service, or political (II.C.4-24).
- Co-curricular events which showcase student talent and/or encourage learning outside of the classroom
  - New Media Arts Showcase (II.C.4-25)
  - Performing Arts Showcase (II.C.4-26)
  - Koa Gallery (II.C.4-27)
  - February Fest for Student Success (II.C.4-28)
  - Fall Fest for Student Success (II.C.4-29)
  - Career Exploration and Transfer Fair (II.C.4-30)
  - International Cafe (II.C.4-31)
  - Service Learning (II.C.4-32)
  - Secrets Of Success Workshops (II.C.4-33)
The College also supports Title IX initiatives by promoting gender equity, sexual violence awareness, prevention and intervention strategies (II.C.4-34).

- Pau Violence Calendar (II.C.4-35)
- Pau Violence Guiding Documents (II.C.4-36)
- Title IX Videos sent to campus and shown during New Student Orientation (II.C.4.37)
- Sexual Violence awareness video distributed campus wide (II.C.4.38)

Within Student Activities, there is student government, called Student Congress which is a University of Hawai‘i Board of Regents chartered student organization and abides by the rules, responsibilities, and obligations set forth by the Associated Students of Kapi‘olani Community College (ASKCC) Student Charter (II.C.3-1). The ASKCC Student Congress serves as the voice representing the student body of the College. ASKCC Student Congress advises and participates, through established communication channels, in college governance in matters relating to student life, programs, and activities. Additionally, there are two independent governing bodies that support and assist in the development of our students:

- **BOSA** – The Board of Student Activities is comprised of a nine-member board, six students and three faculty/staff members (II.C.3-2). BOSA creates the budget for the Office of Student Activities (OSA). BOSA works in cooperation with the OSA to provide services, activities and events for the campus community. Parts of BOSA’s duties are to evaluate funding requests from Registered Independent Organizations (Student Clubs).
  - Registered Independent Organizations (RIO) – There are several active RIOs including those with academic, cultural or social focuses.
- **BOSP** – The Board of Student Publications oversees and coordinates all publications at KCC, including the newspaper, literary and art magazines, academic journals, and yearbooks (II.C.3-3). The Board acts in an advisory capacity to the Student Leadership Coordinator and the College Administration and makes policy recommendations relating to all aspects of student publications. One of the major responsibilities is to oversee expenditure of funds collected from students as a publication fee.

**Student Development and Engagement**

RCOs and RIOs operate under the guidelines of the College’s policy on Student Organizations (II.C.4-23), the Board of Regents’ Chapter 7 on Student Affairs (II.C.4-39), and any other applicable policies set forth by the College, such as System Wide Student Disciplinary Sanctions (II.C.4-40) and the Systemwide Student Code of Conduct (II.C.4-41).

The College does not have any athletic programs, however students may participate in the IM LeeSports League (II.C.4-7), intramural sports program that challenges other colleges within the University of Hawai‘i System.
Additional student services programs also foster student engagement as well as intellectual and personal development outside of the classroom. Employment and volunteer opportunities are available to students and include tutoring, note-taking, peer advising, and working as peer mentors. Furthermore, students can find supplemental employment or volunteer opportunities in various programs including but not limited to the Maida Kamber Center, Financial Aid, Disability Services Support Office, First Year Experience and Kapo‘oloku: Native Hawaiian Student Success Program.

The College’s co-curricular programs are steered by educational policies and standards of integrity that are robust and rigorous. Each program is guided by Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) that are then measured in regular intervals. Like any academic program, all co-curricular programs must complete a program review (II.C.4-42).

The campus has a wide range of activities in support of the campus’ mission, that help students develop meaningful connections with their peers, faculty, staff, and administration. These events and programs help students feel connected to the campus community and encourage them to engage, learn, and achieve as they connect with others around campus. By promoting events targeted at different demographics. The College creates safe spaces, bringing together students, faculty, staff, and administration. Bridging this gap may help students feel better connected (II.C.4-42) to their academic pathways, thus encouraging them to be active agents in their learning. When students find their place, they are more likely to persist and successfully achieve their academic and career goals. Final examples include:

- Co-curricular programs such as art exhibits, performing arts, and cultural experiences enhances students cultural competency and exposure to diversity.
- CSOs are an integral part of campus life and the shared governance structure. Each CSO conducts an annual year end report (II.C.4-43) to attest to their viability and continued alignment with the College’s mission.
- RIO’s enrich students’ social, cultural, and educational experiences and provide opportunities for leadership training, enhanced career skills, soft skill development, and networking opportunities.
- Service Learning integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility.

**ANALYSIS AND EVALUATION**

The College meets the standard. The College’s co-curricular programs support the College’s mission through relevant programming contributing to the social and cultural dimensions of the educational experience of its students; these programs are conducted with sound policy and standards of integrity that guide the institution’s control of programs and finances. Policy and institutional oversight guide the establishment and management of these programs to ensure that they support student development and learning. All programs address the Institutional Learning Outcomes of critical thinking and communication.
Kapiʻolani Community College’s mission statement

Kūlia ma Kapiʻolani – Native Hawaiian Career & Technical Education Project

Kapoʻoloku Program for Native Hawaiian Student Success

Malama Maunuunu

International Festival

Kalāualani programming

IM LeeSports League General Information (Intramurals)

International Film Night Event

Board of Student Activities (BOSA) Calendar of Events

Earth Day

International Café

Kapi ʻolani Community College’s Strategic Plan 2015-2021

Chartered Student Organizations (CSOs)

Associated Students of KCC (ASKCC)

Board of Student Activities

Board of Student Publications

The Kapio News

Ka Hue Anahā Journal of Academic Research & Writing

Lēʻahi: Creative Arts Journal

Pueo O Kū: Journal of Science, Technology, Engineering, and Mathematics

Registered Campus Organizations (RCOs) and Registered Independent Organizations (RIOs)

List of Registered Independent Organizations (RIOs)

New Media Arts Showcase

Performing Arts Showcase

Koa Gallery Website

February Fest for Student Success
II.C.4-29  Fall Fest for Student Success
II.C.4-30  Career Exploration and Transfer Fair
II.C.4-31  International Cafe
II.C.4-32  Service Learning
II.C.4-33  Secrets Of Success Workshops
II.C.4-34  Title IX initiatives
II.C.4-35  Pau Violence Calendar
II.C.4-36  Pau Violence Guiding Documents
II.C.4.37  Title IX Videos
II.C.4.38  Sexual Violence awareness video
II.C.4.39  Board of Regents’ Chapter 7 on Student Affairs
II.C.4-40  Systemwide Student Disciplinary Sanctions
II.C.4-41  Systemwide Student Code of Conduct
II.C.4-42  2014 CCSSE Results
II.C.4-43  BOSP year end report

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

**Evidence of Meeting the Standard**

**Broad Services, Embedded Counseling**

The College provides counseling and academic advising programs to support students growth towards the achievement of their educational objective. Students receive timely, useful, and accurate information about requirements, graduation, and transfer. Counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on student goals, aptitude, academic strengths and interests. Kapi‘olani Community
College embraces a holistic approach to counseling, ensuring students are supported both academically and personally throughout their time at the College and as they prepare for their next academic goal. Professional development opportunities provide counselors/advisors the opportunity to learn best practices and stay abreast with curricular changes across the system.

The College offers counseling services using an embedded counseling model to support the development and success of all students and placing counselors within the academic areas. The goal is to provide specialized skills and knowledge for specific academic pathways. For example, students are provided counseling and support services in 13 units within 2 clusters: (1) Academic Program Counselors with Health Science Counseling, Nursing Counseling, Business, Legal and Technology Counseling, Culinary Arts Counseling, Hospitality Counseling, Maida Kamber Center Counseling for Arts and Science students; (2) Targeted Population Counselors include First-Year-Experience, Transfer-Year-Experience, Native Hawaiian Student Success, Kuilei Outreach Program (High School Outreach Program), Student Parent Program, TRiO Student Support Services and Military Veteran Student Center. By having separate units, counselors are allowed for a student-centered, holistic approach; learning the needs of individual students during department advising hours; providing referrals to the appropriate units if needed; counselors are knowledgeable of particular issues that arise for the targeted student.

- Counseling services and orientation are available in a variety of modalities, including face-to-face or online (II.C.5-1 and II.C.5-2).
  - Each unit provides advising hours either by walk-in or appointment listed on a variety of resources, ie. KCC website, hand-outs, and emails)
- Academic counselors housed in departments work closely with department chairs and program directors to ensure consistent, timely, useful, and accurate delivery of counseling services. (II.C.5-3)
  - Academic plans posted in Departmental Toolboxes online for easy public access
  - Academic counselors embedded in academic departments actively participate in departmental APRD process
  - Academic counselors work with program directors to communicate important policies, program updates, and deadlines to students via emails and classroom presentations
  - Program handbooks available for CTE program

**Timely, Accurate Information**

All programs participate in conducting and/or aid in facilitating orientations for new, transfer, and returning students. All students receive timely, accurate information on academic requirements, based on their academic goal. Tentative timelines are created with STAR GPS program identifying possible semester of graduation requirement completion as well as transfer year with the aid of counselor.

- Upon admission all new and transfer students receive email notification regarding introduction to the College and next steps. All new students participate in a mandatory
three part New Student Orientation series to orient them to the campus and ensure they understand the requirements related to their program of study (II.C.5-4 and II.C.5-5).

- All students participating in the mandatory FYE and TYE orientations must see a counselor within the desired academic unit before they are allowed to register.
- Academic counselors work closely with UH System baccalaureate institutions to provide seamless transfer pathway for students (II.C.5-6) University campus tours offered for interested students are provided semesters before transfer (II.C.5-7). Prospective transfer students meet with University counselors to understand baccalaureate program requirements and create a timeline of anticipated transfer dates. One transfer counselors from the University of Hawai‘i at Mānoa and one from the University of Hawai‘i at Hilo are housed in the Maida Kamber Center to provide students with on-site access to those baccalaureate institutions. Transfer workshops are offered and designed for students transferring to a 4-year institution.
- Academic counselors use STAR GPS academic planner to help students understand their academic pathway, graduation requirements, and transfer options (II.C.5-8).
  - Arts and Sciences counselors serve as resources to faculty through departmental liaisons
  - Counselors regularly participate in updating information in the catalog, class availability schedule, and College website
- In addition, counselors provide educational plans online through STAR, which students can access using their MyUH web portal. This service is particularly important for distance education and off-site students at the College.

Counselors participate in extensive training to meet the needs of students. Professional development opportunities provide counselors/advisors the opportunity to learn best practices and stay abreast with curricular changes across the system. Counselors from all units meet on a monthly basis to discuss topics relevant to the current college environment, best practices and system-, institutional- and program-level changes. Counselors are provided with professional development opportunities through system workshops, peer and student evaluations, assessments, and annual retreats. Counselors ensure continued development of services by engaging in professional development to remain current in the field and promote student success.

- Counselors participate in ongoing training by attending workshops.
  - System workshops
    - ATTN Conference: Annual system wide conference for counseling services (II.C.5-9 and II.C.5-10)
    - HSSI Conference: Annual system wide conference for all faculty (II.C.5-11)
  - Campus Opportunities
    - Counselor Academy, where new counseling faculty is provided with training and reviews all resources available to students (II.C.5-12)
    - CAAC Annual Report (II.C.5-13)
- CAAC Professional Development Committee (II.C.5-14)
  - Other Opportunities
    - NAPSA Webinar: counselor assessment share out (II.C.5-15)
    - Counselors apply for professional development opportunities (II.C.5-16)
- CAAC subcommittees promote assessment and programming developed to prepare and support counselors responsible for advising/counseling (II.C.5-17)
  - CAAC Standards of Practice (II.C.5-18)
  - CAAC Annual Report (II.C.5-13)
  - C2D2: A review of best practice for assessment (II.C.5-19)
- Counselor’s performance is assessed by way of peer evaluations and student service surveys (II.C.5-20 and II.C.5-21)
  - Each counseling unit by cluster or department promulgate procedures for the distribution and collection of the "Counseling Services Evaluation" tool.
  - Peer evaluations are completed for the purposes of a contract renewal, rehire, and tenure recommendation. Written evaluation are given and discussed.

By keeping a close-knit counseling team, the counselors are able to advise and refer students to their best suited academic pathway. Meeting regularly, they are able to discuss best practices and share about their program developments and updates.

**Counselor Student Connections**

Counselors first meet students entering the College with our First Year Experience (FYE) and Transfer Year Experience (TYE) orientations. Student are then provided with an array of services and informed of college policies as well as how to navigate with the registration process and resources, (ie. College organizations, Targeted Populations (TP) programs) provided by the College during mandatory New Student Orientations. Once students are acclimated with the College and programs that are offered, workshops provided by Maida Kamber Center (MKC) also serve as a resource to aid students who may not have a clear vision of their academic/career goals, SOS workshops are put in place to aid students with tools to best navigate through their college career. Throughout their time at KCC, students are provided with various counseling opportunities to ensure their academic plans are followed. Students are able to visit academic program counselors for in depth counseling for a specific program of interest. In addition, prospective students have the opportunity to attend regularly scheduled Information Sessions hosted by select admission programs. TP counselors also provide intentional counseling support and programming for students who fit a certain criterion. Each counselor, regardless of program/department, is able to best serve their population due to their extensive experiences with individuals directly involved with the program.

**ANALYSIS AND EVALUATION**

The College meets the standard. The College provides counseling and academic advising.
programs to support student development and success and students receive timely, useful, and accurate information about requirements, graduation, and transfer.

Kapi’olani Community College embraces a holistic approach to counseling. Through an embedded service model, counselors are able to address specialized counseling issues that their targeted student may face. Although they may be in different organizational units, counselors meet on a monthly basis to provide updates and keep abreast with programmatic changes. Students are supported both academically personally throughout their time at the College and as they prepare for their next academic goal. The College tailors information such as emails and handouts, and conducting orientations specifically for students entering the College for the first time, transferring from another college, or entering a specific program; each orientation is created for students during that specific stage of their college journey. Professional development opportunities on campus and elsewhere provide counselors/advisors the opportunity to learn best practices and stay abreast with curricular changes across the system. Current issues and trends that affect our community are in constant review and counselors are well equipped with techniques and services that are viewed in best interest of the student.

Finally, by completing an intrusive holistic evaluation of our students we are able to better serve the student. Having the opportunity to meet the student within a de-centralized service model allows for more individualized attention, allowing counselor and student to collaborate and create a unique academic pathway and journey.

II.C.5-1 Counseling Directory
II.C.5-2 KCC Website: Programs of Study
II.C.5-3 CTE Handbooks
II.C.5-4 TYE and FYE Emails
II.C.5-5 New Students Orientations
II.C.5-6 Transfer Process within UH System
II.C.5-7 UH Campus Tours
II.C.5-8 STAR GPS Registration
II.C.5-9 AATN Conference
II.C.5-10 AATN System Notes
II.C.5-11 HSSI Conference
II.C.5-12 Counselor Academy
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

KCC is an open access postsecondary institution, and as a result, admissions is also open to the public. Some programs due to academic The College has adopted and adheres to admission policies consistent with its mission statement (II.C.6-1) that specify the qualifications of students appropriate for its program and defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. The College’s admission policies mirror this the commitment to provide “open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals....” by clearly defining qualification for enrollment for its open enrollment and select admission programs. The admission policy of the College and its programs are consistent with the Board of Regents policy and with the College mission to provide open access (II.C.6-2).

Courses and services at the College are guided by the statement of values (II.C.6-3), along with the strategic plan. This planning model demonstrates how the mission statement influences all levels of planning at the College, including program review, curriculum review, budgeting, assessment, development of student learning outcomes, the enrollment management plan and the strategic plan. The College is dedicated to fulfilling its mission with integrity in all programs.

Admissions policies and regulations are clearly stated in the KCC Course Catalog and in KISC
Admissions Review Process (II.C.6-4 and II.C.6-5). The ten University of Hawai‘i Registrars, Admissions Officers along with Banner Central and our liaison to the Associate Vice President of Student Affairs of the University of Hawai‘i Community Colleges (UHCC) Office meets on a quarterly basis to discuss both admissions, improving the online application, registration, records, residency, transfer credit evaluation, graduation, system-wide initiatives or pilot projects, best practices, and college policies/procedures. They typically meet in March, June, September and December.

Select admission programs where pre-requisite skills and knowledge are necessary for program success and/or where student demand exceeds the available resources of the College are consistent with the Board of Regents policy and policies required by program accrediting bodies (II.C.6-2, II.C.6-6, and II.C.6-8).

Select admission programs include Nursing, New Media Arts, Emergency Medical Services, and Health Sciences programs. Program admission requirements are specified in the Catalog and on the programs’ web pages in the toolbox (II.C.6-9 and II.C.6-10). Students interested in applying to these programs must complete requirements and apply by the posted deadline. Nursing, Health Sciences, and EMS programs host regularly scheduled information sessions to disseminate program admission requirements and information (II.C.6-11). KCC posts required Gainful Employment Data for applicable programs (programs that are shorter than 2 years or shorter than an Associate’s program) (II.C.6-12). The College catalog course descriptions clearly identifies specific qualifications for courses within programs, including pre- and co-requisite requirements and recommended preparation (II.C.6-6) (ER 16 Compliant).

The admissions website explains the admission process depending on the student type and provides individualized landing pages for each student: first time college student, transfer student (from a non-UH campus), returning student, international or non-resident student, current high school student (dual credit), transfer student (from other UH system campus), active military or veteran, or I’m not sure (II.C.6-13). Admission procedures are outlined in the College catalog (II.C.6-4). Prospective students can apply online and complete the KCC application (II.C.6-14 and II.C.6-15).

The Kekaulike Information and Service Center (KISC) provides comprehensive services in a one-stop-shop for all admissions, records, registration (credit/non-credit), transcript evaluations, graduation, and financial aid issues (II.C.6-16). After students submit an application, they receive various emails from KISC for Admissions, Records, Graduation, and Financial Aid (II.C.6-17). Once students are admitted, they receive communication about next steps regarding New Student Orientation from the First Year Experience (FYE) or Transfer Year Experience (TYE) (II.C.6-18). The College offers sixty two degree and certificate programs in twenty-three subject areas (II.C.6-19).

Degree and certificate completion and transfer advising are delineated online, in the catalog, and in person during counseling appointments. Counselors assist students in developing personalized educational plans and clear educational pathways using a variety of tools; STAR
GPS, STAR Academic Pathway, academic planning sheets, and the College catalog, to reach all types of learners (II.C.6-20, II.C.6-21, and II.C.6-22). Academic and Student affairs departments collaborate and participate in targeted campus events such as the Health E-Fair, Fall Fest, February Fest for Student Success, College Transfer and Employment Fair, STEM Undergraduate Research Fair, Middle School AVID Strive For Your Highest Fair to educate current and prospective students on various certificates, degrees, transfer, and career opportunities (II.C.6-22, II.C.6-23, II.C.6-24, II.C.6-25, II.C.6-26, and II.C.6-27).

In addition to formulation of educational plans through STAR and extensive general counseling, students benefit from a wide-range list of programs designed to define and advise students on clear pathways to complete degrees, certificates and transfer goals. The following is a sample list of programs:

- First Year Experience Program with mandatory advising and orientation
- Early College/Dual Credit Program with mandatory advising and orientation
- Transfer Year Experience
- Counselors offer career exploration workshops and offer career exploration services and assessments in the Maida Kamber Center (MKC) (II.C.6-28 and II.C.6-29).

The College offers a wide variety of Associates of Arts and Associate of Science degrees and certificates. The course catalog describes the course and graduation requirements for students. Preparation to transfer to a four-year institution is described in the catalog as well. In addition, the Maida Kamber Center for Transfer, Career and Graduation Services (MKC) offers counseling on degree requirements to prepare students for university transfer as well as completion of degrees and certificate programs. Counselors help students understand transfer requirements by offering workshops such as *Tips to Transferring to a 4-Year University* and organizing the annual College Transfer and Employment Fair to help students make informed decisions (II.C.6-30 and II.C.6-31). Representatives from UH System four-year institutions also hold transfer workshops for targeted populations such as International students to help them understand the process (II.C.6-32). Counselors created a transfer database to help students understand how KCC programs are articulated into other UH System four-year institutions (II.C.6-33). Programs with articulation agreements to UH System four-year institutions have best practices in place to inform students about transfer pathways (II.C.6-34). In select admission programs, advisory committees/accreditation standards institute regular review and evaluation of admission criteria (II.C.6-35 and II.C.6-36).

The UH System transfer initiatives such as Ka’ie’ie, Auto Admit, and articulation agreements help KCC students experience seamless transfer to four-year institutions (II.C.6-37, II.C.6-38, and II.C.6-39). A UH Mānoa counselor is located in the Maida Kamber Center to help students understand how to transfer to UHM. MKC website has clear information about how to transfer within and outside of the UH System (II.C.6-40 and II.C.6-41).
ANALYSIS AND EVALUATION

The College meets the standard. The College has adopted and adheres to admission policies consistent with its mission statement that specify the qualifications of students appropriate for its program and defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. The College provides clear, accurate and consistent information through print, electronic format, websites and public service announcements. This information is constantly assessed for accuracy and adjusted as needed by departments that create the information sources. Furthermore STAR Guided Pathway to Graduation tool provides all students information about their academic pathway, required courses, transfer options, and graduation trajectory.

Ed. Notes:

- Most selective admission programs review admission criteria regularly, however it is not done on a systematic basis for all programs.
- Transfer in policies identified in catalog differ from practice
- Not all degree/certificate programs provide information about internship and/or career opportunities, industry sectors, pay scale, job outlook, and other information, however not all programs required to provide gainful employment data
  - Per Jennifer Bradley Financial Aid Director is working on updating list of programs with required disclosures by April 2017 (II.C.6-42).
  - All counselors should know about the Sector Mapping Tool developed by UHCC (II.C.6-43)

II.C.6-1 Kapi‘olani Community College’s Mission Statement
II.C.6-2 Board of Regents’ Admissions Policy
II.C.6-3 Statement of Values Kapi‘olani Community College
II.C.6-4 KCC Course Catalog 2016-2017
II.C.6-5 KISC Admissions Review Process
II.C.6-6 Admissions Catalogs
II.C.6-8 Program Accrediting Bodies
II.C.6-9 List of Programs, Catalog, 2016-2017
II.C.6-10 Selective Programs Toolboxes
II.C.6-11 Monthly Information Sessions for Select Admissions Programs
II.C.6-12 Gainful Employment Data for Applicable Programs
II.C.6-13 Admissions Website
II.C.6-14 Online Application
II.C.6-15 KCC application
II.C.6-16 Kekaulike Information and Service Center (KISC) Information
II.C.6-17 KISC Emails
II.C.6-18 FYE/TYE Emails and Communications to Students
II.C.6-19 Degree Listings
II.C.6-20 STAR GPS
II.C.6-21 STAR Academic Pathway
II.C.6-22 Academic Planning Sheets
II.C.6-22 Health E-Fair
II.C.6-23 Fall Fest for Student Success
II.C.6-24 February Fest for Student Success
II.C.6-25 College Transfer and Employment Fair
II.C.6-26 STEM Undergraduate Research Fair
II.C.6-27 Middle School AVID Strive For Your Highest Fair
II.C.6-28 Career Exploration Workshops
II.C.6-29 Maida Kamber Center (MKC)
II.C.6-30 Tips to Transferring to a 4-Year University
II.C.6-31 College Transfer and Employment Fair
II.C.6-32 International Student Transfer Workshop
II.C.6-33 Transfer Guides
II.C.6-34 Best Practices for Transfer
II.C.6-35 Select Admission Program Admission Criteria/Procedures
II.C.6-36 Admission Standards Review
II.C.6-37 Ka’ie’ie Program Overview
II.C.6-38 Auto Admit Information
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Evidence of Meeting the Standard**

The College regularly reviews assessments placement instruments for proper cut scores for courses on the mathematics and English pathways and uses non-testing resources to alleviate any disproportionate impact (minimize bias) on traditionally underserved groups. In addition, the College has systematically improved the use of alternative methods for placement that triangulate the placement of students (i.e., multiple measures that consider high school coursework, time since last math class, and other nonstandardized measures. As an open-access institution that adheres to UHCC admission requirements policies and KCC admissions requirements, the College maximizes latitude to attend the College, subject only to programs that are impact due to size or require successful completion of courses as pre-requisites for admission.

**Policies and Practices for Admission Generally**

Admissions policies and procedures were reviewed in April of 2014 by college faculty and staff, reviewed using Service Area Outcomes from KISC; they will be in reassessed in Fall 2017. Admissions policies and regulations are clearly stated in the KCC Course Catalog and in KISC Admissions Review Process (II.C.7-1 and II.C.7-2). The ten University of Hawai‘i Registrars, Admissions Officers along with Banner Central and our liaison to the Associate Vice President of Student Affairs of the University of Hawai‘i Community Colleges (UHCC) Office meets on a quarterly basis to discuss both admissions, improving the online application, registration, records, residency, transfer credit evaluation, graduation, system-wide initiatives or pilot projects, best practices, and college policies/procedures. They typically meet in March, June, September and December. System-wide admissions policies are adhered to and reviewed quarterly in order to ensure there is no bias in the process and policies.

Selective admissions programs evaluate their admissions requirements and timelines via advisory committee reviews, updated program accreditation standards, and other program
assessment processes.

**Multiple-Measures Placement**

In Fall of 2014 the University of Hawai‘i Community Colleges (UHCC) Student Success Council began a data-driven discussion about proper placement and success in the pre-collegiate pathway. Of particular concern were throughput measures that not only assess student success in the first course in the math and English sequences but also in subsequent courses. Also, the College was concerned whether placement in the courses at the outset are fair and appropriate.

The Council looked at various models of placement to address this issues, including high school testing such as ACT or Common Core testing. In the Summer of 2015 ACT announced that all COMPASS products would be terminated by the end of 2016. On November 30, 2016, Kapi‘olani Community College, along with other UHCCs, moved towards alternative placement methods for students enrolling in English and Math courses: Accuplacer scores, courses/grades in high school English and math, and high school GPA. The effectiveness of these alternative placement instruments is being monitored by a system-wide subcommittee of the UHCC Student Success Council ([II.C.7-4](#)). Cognitive Assessment Options Recommendations are based on the principle that students will be placed into the highest level of math and English based on any of the placement options, in support of UHCCP 5.213, whose purpose is to accelerate students’ time to degree ([II.C.7-5 and II.C.7-6](#)). The UHCC Student Success Council has also reviewed non-cognitive assessments to provide additional information to better meet students’ needs.

The Accuplacer Exam (WritePlacer, ESL Reading, and MATH placements) is used to assess new students for whom English is the primary language ([II.C.7-7](#)). These test are administered by the College’s trained Testing Center personnel.

ESL/ESOL placements conducted by the Language, Linguistics, and Literature (LLL) department, reviewed efficiency by students completion rates of Math and English course as well as program completion and/or transfer rates ([II.C.7-8](#)). ESOL Program Report is in review of the ESL/ESOL placement exams and the effectiveness of the placement. ESL placement exams are offered via ACCUPLACER ESL Reading exam if F-1 student scores proficient on the TOEFL exam and/or writing sample provided by the LLL department ([II.C.7-9](#)).

http://www2.hawaii.edu/~kcctest/accuplacer-scores.html

With regular analysis, the College reviews cut score validity for the tests with discussions with math and English faculty. Traditional measures of consequential validity and other measures of validity and reliability are used. The data is shared with faculty to determine proper cut-scores for courses and conditions for review of student requests for higher placement. KCC uses nonstandardized testing resources such as high school transcripts, student confidence, and high school GPA to address any disproportionate impact and lack of educational opportunity present in the scoring process. To ameliorate the impact of these conditions, the Colleges considers other bases to measure student mastery of content and for support in success within the course of placement and beyond. ([II.C.7-9a](#))
The College continues to review placement instruments and procedures and has established teams dedicated to finding best practices and most efficient forms of placement for English, ESL, and Math courses in collaboration with counterparts across the system. Information and resources for placement exams are offered in various modalities and has equal access opportunities for all students.

**ANALYSIS AND EVALUATION**

The College meets the standard. The College regularly evaluates its admissions and placement instruments and practices to validate their effectiveness and minimize bias. The College is an open-access institution that adheres to UHCC admission requirements policies and KCC admissions requirements. Admissions policies and procedures are under review and will be reviewed in 2017. In collaboration with system wide efforts, the College will implement best practices to best serve our students. The College utilizes Math and English placement instruments based on the review of the Student Success Council (formed in Fall 2014) along with various cognitive and non-cognitive assessments. Students have multiple options for placement into English and Math courses; non-cognitive and some cognitive placement methods also allow students to show acquired knowledge through alternative forms of accomplishments.

- II.C.7-1  KCC Course Catalog
- II.C.7-2  KISC Admissions Review Process
- II.C.7-3  Selective Admissions Program Deadlines
- II.C.7-4  UHCC DevEd Update
- II.C.7-5  Cognitive Assessment Options Recommendations
- II.C.7-6  Time to Degree: Co-Requisite
- II.C.7-7  Accuplacer Math and English Placement Tests Email Communication
- II.C.7-8  ESL/ESOL Placement Exams
- II.C.7-9  ESOL Program Report
II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

EVIDENCE OF MEETING THE STANDARD

The College maintains student records securely and ensures there are secure backups; procedures are published and followed for release of student records. All student electronic data for credit programs is protected by our system-wide student information system, Banner (II.C.8-1 Screenshot of secure access to Banner). Banner is maintained and electronically backed-up by the University of Hawai‘i system-wide Banner Central team. Access to electronic student information is granted by campus administrative approval. Level of access to student data is determined by position and need for access to confidential information.

All individuals granted access to student data in Banner are required to sign a confidentiality agreement (II.C.8-2). As an added safety measure, all student social security numbers in Banner are restricted (II.C.8-3). Students are issued randomly generated student identification numbers. The College does not use Social Security Numbers to identify students (II.C.8-4). These records are electronically maintained with the highest standards in mainframe computers. Only a few individuals on each campus may view this data. Access levels are reviewed on a routine basis by the campus administrator in charge of Banner access. Confidentiality form required for all persons with access to student data (II.C.8-2).

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records (II.C.8-4). University of Hawai‘i policies AP 7.022, EP 2.214, and EP 2.215 are designed to ensure that sensitive information is collected and maintained by the University in an acceptable manner, protecting the rights provided to students under Family Educational Rights and Privacy Act of 1974, FERPA (II.C.8-5, II.C.8-3 and II.C.8-6).

The College strictly follows the Family Educational Rights and Privacy Act of 1974 (FERPA) (II.C.8-7). Policies for the release of student records and provisions of FERPA are detailed in the College Catalog 2016-2017 pages 66-67. Copy of the FERPA policy is made available to all students in the College’s main admissions and registration office (II.C.8-8). Students may access their individual password-protected records in their STAR portal (II.C.8-9). Students also have an employment checklist which highlights the general confidentiality agreement for student employees with limited access to student data or records (II.C.8-10).

College offices contain confidential student data which may be handled and record keeping practices at those locations. (See Document)
ANALYSIS AND EVALUATION

The College meets the standard. The College maintains student records securely and ensures there are secure backups; procedures are published and followed for release of student records. Student records are maintained in permanent, secure, and confidential locations. The procedure for the release of student records is defined as well as published and the institution abides by these policies. The College maintains hard and electronic copies of student permanent records in a secure and safe environment to protect them from breach of confidentiality. The College adheres to the Family Educational Rights and Privacy Act (FERPA). Information on FERPA is available in the College’s catalog, as well as in paper form in the lobby of the main admissions and registration office. The University of Hawai‘i further enhanced policies on protecting student privacy with the creation of policy EP 2.214 which prohibits the use of student social security numbers to be used as a source of identification in daily access of student files.

Only approved staff members have access to student electronic files that contain social security numbers. The main student services area that houses sensitive student records is restricted to only select staff members with approval. The main electronic student information system is password protected. Electronic maintenance and backup of this system is managed by a University of Hawai‘i system team at the University of Hawai‘i at Mānoa campus.

Ed.’s notes:

- Create electronic and permanent recordation of student records in the non credit registration system. Currently the noncredit registration system is primarily a cashiering function and not a student records system. As an interim fix, the noncredit credentials (awarding of any certificates) may be stored in Banner until the registration system in noncredit (Destiny) has a more comprehensive function to include student record keeping. Noncredit programs are awarding KapCC credentials without any recording of these credentials. This is primarily in the following health vocational programs:
  - Phlebotomy
  - Massage Therapy
  - Surgical Tech
  - Pharmacy Tech

  Fix: Destiny, the student information system that is used UHCC – wide, has the capacity to store this data. The school needs to purchase the additional features on this program that we are currently using.

- Mental Health Counseling – Recordkeeping needs to be upgraded to Titanium (described as the best software for clinical records). It is also considered a best practice to use this software. We are the only UHCC campus without a secure record keeping program – other UHCC are using this software.

- In 2014 the ACCJC required that all noncredit programs be on the same accreditation standards, reporting, program review, courses review and assessment as the credit
programs. This has not happened at KCC.

II.C.8-1 Screenshot of secure access to Banner
II.C.8-2 Confidentiality Agreement
II.C.8-3 EP 2.214, Security and Protection of Sensitive Information
II.C.8-4 Family Educational Rights and Privacy Act (FERPA) Proposed Revisions to University of Hawai‘i Policy A7.022
II.C.8-5 A7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students
II.C.8-6 Institutional Data Governance
II.C.8-7 KCC Course Catalog
II.C.8-8 Family Educational Rights and Privacy Act of 1974 (FERPA)
II.C.8-9 STAR GPS Portal Screenshot
II.C.8-10 Student Employment Checklist