



UNIVERSITY of HAWAII®

**KAPI'OLANI**  
COMMUNITY COLLEGE

# Institutional Self-Evaluation Report

*in Support of an Application for Reaffirmation of Accreditation*

Submitted by Kapi'olani Community College  
4303 Diamond Head Road  
Honolulu, HI 96816

to Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

**ISER 2025**





Kapi'olani NāpelakapuoKāka'e  
(December 31, 1834 - June 24, 1899)

## Queen Kapi'olani

King David Kalākaua and Queen Julia Kapi'olani were the reigning monarchs of the Kingdom of Hawai'i from February 12, 1874 to January 20, 1891. Kapi'olani Community College bears the name of Queen Kapi'olani, and the College embodies her motto, "Kūlia i ka nu'u", which means "Strive for the highest."

Queen Kapi'olani served the Hawaiian people with deep commitment, especially in the areas of education and health. She established the Kapi'olani Home for Girls and the Kapi'olani Maternity Home, which thrive today as the Kapi'olani Meical Center for Women and Children. The College continues her legacy in education with a unique emphasis on preparing students to be healthcare providers for the State of Hawai'i and beyond.

Kūlia i ka nu'u 

# Certification

## Univeristy of Hawai'i System

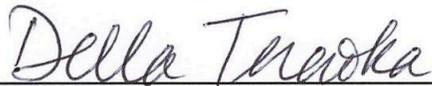
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To: Accrediting Commission for Community and Junior Colleges (ACCJC)

From: Misaki Takabayashi, Chancellor  
Kapi'olani Community College  
4303 Diamond Head Road, Honolulu, HI 96816

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

Signatures:



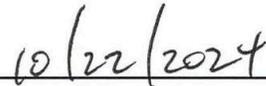
Della Teraoka, Interim Vice President for Community Colleges



Date



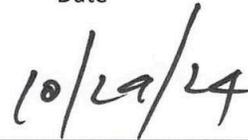
David Lassner, President of University of Hawai'i



Date



Lauren Akitake, Chair, Committee on Institutional Success



Date



Gabriel Lee, Chair, UH Board of Regents



Date

## Certification

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

From: Misaki Takabayashi, Chancellor  
Kapi'olani Community College  
4303 Diamond Head Road, Honolulu, HI 96816

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

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

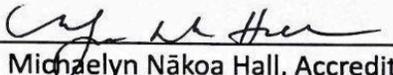
Signatures:



Misaki Takabayashi, Chancellor

5/3/2024

Date



Michalyn Nākoa Hall, Accreditation Liaison Officer

5/3/2024

Date



Annie Thomas, Chair, Institutional Self-Evaluation

5/2/2024

Date



Ratana Kim, Student Congress President

05/02/2024

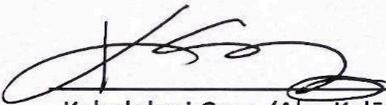
Date



Shawn Ford, Faculty Senate Chair

5/2/24

Date



Kahelelani Cruz, 'Aha Kalāualani Chair

5/3/24

Date



Cheryl Miyahara, Staff Council Chair

5/3/24

Date

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## A. Introduction

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### College History

Kapi‘olani Community Technical School was established in central Honolulu in 1946, thirteen years before Hawai‘i statehood. In 1965, the technical school added a liberal arts program and became an open-door community college within the University of Hawai‘i (UH) System. It was renamed Kapi‘olani Community College in 1966 and added the health sciences to its career education offerings.

In 1974, the University of Hawai‘i Board of Regents approved a relocation of the campus to 52 acres along the slopes of Lē‘ahi (Diamond Head). Eight acres were later designated for the Hawai‘i Film Studio, leaving the campus with 44 acres. The College primarily serves the City and County of Honolulu, beyond which a few career programs, as well as distance education offerings, attract students throughout the state, including some from underserved rural communities.

The College has 17 programs with specific programmatic accreditations. The College also offers nursing programs at Leeward Community College and the EMS program at UH Maui College, Hawai‘i Community College, and periodically at Kaua‘i Community College.

#### Major Developments at the College

The College experienced three major developments since the last comprehensive review in 2018:

1. COVID-19 and the impact of a global pandemic.
2. New Mission Statement and Strategic Plan.
3. Changes in leadership: New Chancellor, Vice-Chancellor for Academic Affairs, Vice-Chancellor for Administrative Services, Vice-Chancellor for Student Affairs, Dean of Arts & Sciences, Dean of Hospitality, Business and Legal Education, Dean of Health Academic Programs and the Executive Director of Strategy.

### Student Enrollment Data

Kapi‘olani CC sits in the *ahupua‘a* (subdistrict) of Waikīkī, in the Kona *moku* (district) on the *mokupuni* (island) of O‘ahu. It is within the county of Honolulu and in close proximity to the University of Hawai‘i at Mānoa, the largest enrolled public institution in Hawai‘i. Although the highest proportions of our students come from the east and central parts of the island, we also serve those from the remainder of O‘ahu island and the state, as well as international locations. A majority of students major in Liberal Arts degrees intending to transfer to the

University of Hawai'i. The College also draws students statewide who enroll in specialized programs such as the Nursing, Emergency Medical Technician (EMT), and Culinary programs.

**Brief Overview of Student Demographic Information - Fall 2023**

In fall 2023, there were 5,822 students enrolled at the College. Of those students, 2,886 (49.6%) attended full time and 2,936 (50.4%) attended part time. The ratio of female to male students has remained consistent at about 3:2 over the last five years. Females constitute approximately 65 percent and males about 35 percent of the total student population. The average age of a Kapi'olani CC student is 25 years old. However, the majority of students are less than 21 years old indicating that most students are entering the College soon after graduating from high school.

**Table 1. Enrollment at Kapi'olani Community College by Gender and Age (UH Calculation) Fall Semesters 2019, 2020, 2021, 2022, 2023**

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Total	%								
<b>Men</b>	2439	38%	2276	36%	2126	35%	1967	34%	1993	34%
<b>Women</b>	3907	60%	3878	61%	3837	63%	3760	65%	3749	64%
<b>No Data</b>	142	2%	215	3%	137	2%	101	2%	80	1%
	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
<b>Average Age</b>	24.73		25.13		25.38		24.87		25.21	

Source: [University of Hawai'i Institutional Research, Analysis & Planning Office](#).

In fall 2023, 66.5% of the students enrolled identified as Asian or Pacific Islander. Of those, 18.5% of the students enrolled identified as Native Hawaiian, 16.3% identified as Filipino, and 3.2% identified as Pacific Islander, not Native Hawaiian. The next two largest groups were those that identified with more than one ethnicity (15.3%), followed by Caucasian (13.3%). The remaining 4.9% of the student population identified as either African American, Hispanic, American Indian, or Alaska Native.

The number of students who receive financial aid in the form of federal Pell Grant funds has fluctuated between 30-33% over the last five years, with 1,176 students receiving Pell Grant funds out of 5,822 total enrollment in fall 2023.

**Table 2. Enrollment at Kapi'olani Community College by Race/Ethnicity (UH Calculation)  
Fall Semesters 2019, 2020, 2021, 2022, 2023**

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Total	%								
<b>TOTAL</b>	<b>6488</b>	<b>100%</b>	<b>6369</b>	<b>100%</b>	<b>6100</b>	<b>100%</b>	<b>5828</b>	<b>100%</b>	<b>5822</b>	<b>100%</b>
<b>Asian/Pacific Islander</b>	<b>4425</b>	<b>68%</b>	<b>4321</b>	<b>68%</b>	<b>4079</b>	<b>67%</b>	<b>3957</b>	<b>68%</b>	<b>3869</b>	<b>66%</b>
Asian	3198	49%	2955	46%	2719	45%	2678	46%	2610	45%
Chinese	474	7%	402	6%	344	6%	341	6%	325	6%
Filipino	990	15%	1022	16%	964	16%	940	16%	948	16%
Asian Indian	17	0%	22	0%	12	0%	7	0%	8	0%
Japanese	704	11%	557	9%	530	9%	514	9%	516	9%
Korean	272	4%	194	3%	170	3%	193	3%	174	3%
Laotian	11	0%	9	0%	7	0%	6	0%	13	0%
Mixed Asian	577	9%	582	9%	540	9%	515	9%	485	8%
Other Asian	34	1%	33	1%	32	1%	34	1%	28	0%
Thai	17	0%	13	0%	11	0%	13	0%	6	0%
Vietnamese	102	2%	121	2%	109	2%	115	2%	107	2%
<b>Hawaiian or Pacific Islander</b>	<b>1227</b>	<b>19%</b>	<b>1366</b>	<b>21%</b>	<b>1360</b>	<b>22%</b>	<b>1279</b>	<b>22%</b>	<b>1259</b>	<b>22%</b>
Guamanian or Chamorro	14	0%	15	0%	17	0%	11	0%	6	0%
Native Hawaiian or Part-Hawaiian	1080	17%	1230	19%	1221	20%	1122	19%	1074	18%
Micronesian (not GC)	63	1%	50	1%	60	1%	64	1%		

Micronesian									92	2%
Mixed Pacific Islander	23	0%	23	0%	23	0%	33	1%	31	1%
Pacific Islander	13	0%	13	0%	9	0%	6	0%	10	0%
Samoan	22	0%	25	0%	21	0%	30	1%	35	1%
Tongan	12	0%	10	0%	9	0%	13	0%	11	0%
<b>Hispanic</b>	<b>119</b>	<b>2%</b>	<b>103</b>	<b>2%</b>	<b>96</b>	<b>2%</b>	<b>110</b>	<b>2%</b>	<b>115</b>	<b>2%</b>
Mexican									6	0%
Puerto Rican									3	0%
Hispanic	119	2%	103	2%	96	2%	110	2%	105	2%
South or Central American									1	0%
<b>Caucasian</b>	<b>773</b>	<b>12%</b>	<b>800</b>	<b>13%</b>	<b>820</b>	<b>13%</b>	<b>761</b>	<b>13%</b>	<b>776</b>	<b>13%</b>
<b>African American or Black</b>	<b>89</b>	<b>1%</b>	<b>76</b>	<b>1%</b>	<b>85</b>	<b>1%</b>	<b>90</b>	<b>2%</b>	<b>95</b>	<b>2%</b>
<b>Amer Indian or Alaskan Native</b>	<b>22</b>	<b>0%</b>	<b>18</b>	<b>0%</b>	<b>26</b>	<b>0%</b>	<b>21</b>	<b>0%</b>	<b>16</b>	<b>0%</b>
<b>Mixed Race (2 or more)</b>	<b>952</b>	<b>15%</b>	<b>990</b>	<b>16%</b>	<b>915</b>	<b>15%</b>	<b>844</b>	<b>14%</b>	<b>888</b>	<b>15%</b>
<b>No Data</b>	<b>108</b>	<b>2%</b>	<b>61</b>	<b>1%</b>	<b>79</b>	<b>1%</b>	<b>45</b>	<b>1%</b>	<b>63</b>	<b>1%</b>

Source: [University of Hawai'i Institutional Research, Analysis & Planning Office](#).

### Enrollment Decline

As the College tracks enrollment trends, the most drastic and obvious is the overall enrollment decline from 6,488 students in fall 2019 to 5,822 students in fall 2023. The effects of the COVID-19 pandemic affected the enrollment of most populations in the same way, with the Native Hawaiian and Pacific Islander population being affected inversely, increasing from 1,227 in fall 2019 to 1,259 in fall 2023 with a spike in enrollment in fall 2020 (1,366) and fall 2021 (1,360).

The overall Asian enrollment decreased from 3,198 in fall 2019 to 2,610 in fall 2023, a decrease

from 49% to 45%. One possible cause for this change is restrictions during the COVID-19 pandemic limiting travel and visas. The typical high enrollment of international students on F1 visas decreased in enrollment for particular populations such as Chinese, Japanese, and Korean students.

## Labor Market Data

With 1,335,130 visitors arriving in the County of Honolulu during the first quarter of 2023<sup>1</sup>, the County of Honolulu’s job market has been primarily dominated by the tourism and service industry, government, and health sectors. Table 3 presents the top 20 industries in Honolulu with their wage and salary projections from 2022 to 2040. Of the 20 industries listed, 11 jobs directly or indirectly support the tourism industry (agriculture, transportation, information, retail trade, professional services, business services, arts and entertainment, accommodation, eating and drinking, and other services).

**Table 3. Honolulu County Civilian Wage and Salary Jobs by Sector**

	2022	2030	2040
<b>Total Civilian Wage and Salary Jobs</b>	453,670	467,970	480,720
Agriculture	2,140	2,120	2,060
Mining, Construction, and Utilities	29,650	30,440	30,900
Manufacturing	9,160	9,300	9,340
Transportation	21,780	22,430	22,850
Information	7,090	7,280	7,390
Wholesale Trade	13,670	13,820	13,900
Retail Trade	41,900	42,560	42,830
Finance and Insurance	13,750	13,930	14,080
Real Estate and Rentals	8,370	8,470	8,530
Professional Services	21,880	23,000	24,270
Business Services	33,580	34,180	34,480
Educational Services	12,830	13,180	13,540
Health Services	55,090	60,500	66,810
Arts and Entertainment	7,250	7,430	7,510

<sup>1</sup> Hawai'i Tourism Authority. (2023, April). *City & County of Honolulu Overview*. <https://www.hawaii-tourism-authority.org/media/10897/oahu-fact-sheet-with-mar-2023-data.pdf>

Accommodation	15,900	16,290	16,250
Eating and Drinking	43,670	45,070	46,480
Other Services	21,970	22,500	23,090
Government	94,000	95,480	96,410

Source: [Hawai'i DBEDT Long Range Projections Table A-45](#).

The largest sectors for job growth in the near future for Honolulu County, as shown in Table 4, are in health services and professional services.

**Table 4. Honolulu County Civilian Jobs: Annual Growth Rates (%) by Sector**

	2022-2030	2030-2040	2040-2050
<b>Total Civilian Jobs</b>	0.4	0.3	0.2
Agriculture	-0.1	-0.3	-0.4
Mining, Construction, and Utilities	0.3	0.2	0.1
Manufacturing	0.2	0.0	-0.1
Transportation	0.4	0.2	0.1
Information	0.3	0.2	0.1
Wholesale trade	0.1	0.1	0.0
Retail trade	0.2	0.1	0.1
Finance and Insurance	0.2	0.1	0.1
Real Estate and Rentals	0.1	0.1	0.1
Professional Services	0.6	0.5	0.4
Business Services	0.2	0.1	0.0
Educational Services	0.3	0.3	0.1
Health Services	1.2	1.0	0.9
Arts and Entertainment	0.3	0.1	0.2
Accommodation	0.3	0.0	0.0
Eating and Drinking	0.4	0.3	0.2
Other Services	0.3	0.3	0.1
Government	0.2	0.1	0.0

Source: [Hawai'i DBEDT Long Range Projections Table A-45](#).

## Demographic Data

Kapi'olani CC is located in the Kona district of the island of O'ahu. Its geographic location is in close proximity to Honolulu, Waikīkī, and Mānoa. On the island of O'ahu, it is closest in proximity to the largest enrolled public institution, the University of Hawai'i at Mānoa. Although the highest proportions of our students come from the east and central parts of the island, we also serve those from the remainder of O'ahu island and the state, as well as international locations

The population of the geographic region that Kapi'olani CC serves is diverse in age, ethnicity, and socio-economic status. Table 5 shows the age distribution for Honolulu County. The pool of traditional-aged students and potential high school students is expected to increase, as evidenced in the 2021 increase in 0-14 and 15-24 year olds. The returning adult population is typically aged between 25 and 54 and has also increased from 2019-2021 and is expected to increase in the future. These population projections lead the College to maintain traditional educational pathways while exploring alternative pathways with a greater emphasis on job skills training or retraining and lifelong education programs.

**Table 5: Honolulu County Resident Population by Age**

Age Group	2019	2020	2021
0-14	173,317	170,955	177,749
15-24	120,432	116,698	120,992
25-54	387,183	380,513	394,237
≥55	293,631	295,660	307,912
<b>Total</b>	<b>974,563</b>	<b>963,826</b>	<b>1,000,890</b>

Source: DBEDT Economic Databook (See years [2019](#), [2020](#) and [2021](#), table 1.30)

The 2021 population estimate of Honolulu County, according to the U.S. Census, is 1,015,167. Table 6 presents an overview of the demographics and socioeconomic profile of Honolulu County. Of the total Honolulu population, Asian is the highest percentage, 42.30%. 45% of Kapi'olani CC's enrollment in 2021 was Asian, which exceeds that of Honolulu County. According to table 6, Native Hawaiian and Pacific Islanders make up 10.20% of the population of Honolulu. Kapi'olani CC enrolled 22% Native Hawaiian and Pacific Island students in 2021 (table 2), double of that of the county population.

**Table 6: Honolulu County Demographic and Socioeconomic Profile**

2021 Population Estimate	1,015,167
Median Age	38.4
Educational Attainment: Percent high School Graduate or Higher	92.70%
Total Housing Units	367,126
Median Household Income	\$92,600
Foreign Born Population	19.50%
Individuals Below Poverty Level	10%
Veterans	71,239
<b>Race and Hispanic Origin</b>	
Asian	42.30%
Two or more Races	23.40%
White Alone	17.70%
Hispanic or Latino	10.20%
Native Hawaiian and Other Pacific Islander Alone	10.20%
Black or African American Alone	2.50%
American Indian and Alaska Native Alone	0.20%

Source: [2021 Census population estimates, 2021](#).

An overview of the population, economic, social, and environmental data is presented in table 7. Areas to take note are the Median single family home price, which is \$1.1 million, and the median household income of \$87,722.00. The increase in housing costs in Honolulu are driving families to work more to remain in Honolulu. This ongoing concern elevates the role of the College and higher education to provide training and workforce development to support individuals to attain livable wages. Looking at working-age adults 25 and older, 92.5% have a high school degree, but only 35.7% have a bachelor’s degree or higher.

**Table 7: City and County of Honolulu: At-A-Glance Economic, Social, and Environmental Data**

Category	City & County of Honolulu
<b>Population</b>	
Population (2010)	953,207
Population (2020)	1,016,508

Population Estimate (2021)	1,000,890
<b>Housing</b>	
Median Single Family Home Price	\$1.1 million
Median Condo Price	\$534,000
Owner-Occupied Housing Unit Rate (2016-2020)	57.5%
Persons Per Household	2.98
Median Value of Owner-Occupied Housing (2016-2020)	\$702,300
Median Gross Rent (2016-2020)	\$1,779
% of Individual Income Allocated to Housing	33%
<b>Employment</b>	
Total Employment (2020)	364,092
Total Employer Establishments (2020)	21,237
Unemployment Rate (2022)	4.2%
<b>Income</b>	
Median Household Income (2016-2020)	\$87,722.00
Per Capita Income in Past 12 Months (2016-2020)	\$38,288
Mean Hourly Wage (2021)	\$29.74
Percentage of Population Considered ALICE: Asset-Limited, Income-Constrained, Employed (2016)	35%
Percentage of Population in Poverty	8%
<b>Nominal Share of Gross Domestic Product</b>	
Honolulu County Share of Nominal GDP (2020)	75.3%
<b>Top Five Sectors in Honolulu (2018) % of Honolulu County's GDP</b>	
Government	22.5%
Real Estate, Rental, and Leasing	17.8%
Accommodation and Food Services	7.1%
Healthcare and Social Assistance	7%
Retail Trade	6%
Top Five Sector % of County GDP	60.5%
<b>Education</b>	
High School Grad or Higher, age 25+ (2016-2020)	92.4%
Bachelor's Degree or Higher, age 25+ (2016-2020)	35.7%

<b>Geography</b>	
Land Population/Square Mile (2010)	1,586.7
Land Area in Square Miles (2010)	600.74
<b>Sustainability</b>	
Renewable Energy Produced (Electricity) (2020)	31%
Waste Diversion Rate (2021)	28.4%

Source: [State of Hawai'i Office of Planning and Sustainable Development. 2022. \*Comprehensive Economic Development Strategy Report\*.](#)

## Sites

The College's campus is located in Honolulu County, O'ahu at 4303 Diamond Head Road, Honolulu, HI, 96816.

### Specialized or Programmatic Accreditation

Program	Accreditor	Last Accreditation	Length/ End Date
Accounting	Accreditation Council for Business Schools and Programs (ACBSP)	2015	10 years
Culinary Arts and Pastry	American Culinary Federation and Education Foundation (ACFEF)	2019	5 years
Dental Assisting	American Dental Association Commission on Dental Accreditation (CODA)	2022	7 Years
Hospitality & Tourism Education	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2021	7 years
Information Technology	Accreditation Council for Business Schools and Programs (ACBSP)	2015	10 years
Marketing	Accreditation Council for Business Schools and Programs (ACBSP)	2015	10 years
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2020	10 years
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2020	5 years
Mobile Intensive Care Technician	Commission on Accreditation of Educational Programs for the Emergency Medical Service (CoAEMSP)	2019	5 years
Nursing (Associate in Science Degree)	Accreditation Commission for Education in Nursing (ACEN)	2021	8 years
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	2020	7 years
Paralegal	American Bar Association	2019	7 years
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2020	5 years
Physical Therapist Assistant	Commission for Accreditation of Physical Therapy Education (CAPTE)	2020	10 years

Practical Nursing	Board of Nursing, State of Hawai'i, DCCA-PVL	N/A	N/A
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2019	8 years
Respiratory Care	Committee on Accreditation for Respiratory Care (CoARC)	2015	10 years

## B. Presentation of Student Achievement Data and Institution-Set Standards

Kapi'olani Community College is a part of the University of Hawai'i Community College System (UHCC), led by the Office of the Vice President for Community Colleges. UHCC Policy 4.203 outlines the Institution-Set Standards (ISS), which includes student achievement data with minimum or floor and target goals for each measure (B-1). The standard measures include course completion, degrees and certificates, graduation and transfer, licensure and certification examinations, and job placement.

The calculations for the minimum or floor and target goals were revised in 2023 in order to account for unrealistic and unattainable measures from previous years. Reference table 8 for the rationale for three-prior-year moving minimum and target goals. The UHCC System developed the three-prior-year moving minimum targets as determined by the lowest value from the actual of the previous three years A, B, and C. For example, M1 is determined by the lowest value of the previous three years A, B, and C. The target goals are determined by the average of the previous three years actuals multiplied by 1.02 or 1.03, depending on the standard. For example, T1 is determined by the average of A, B, and C multiplied by 1.02 or 1.03. The rationale for three-prior-year minimums and targets are applied to standards 1-6.

**Table 8**

	Actual					Minimum			Target		
	2019-20	2020-21	2021-22	2022-23	2023-24	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Campus	A	B	C	D	E	M1	M2	M3	T1	T2	T3

### Standard 1: Course Completion

Course completion is defined as the percentage of students receiving a grade of C or better in a course. The minimum or floor is 70% and the target or aspirational goal is 80%.

#### Standard 1a: Course Completion by Modality

Course completion will be disaggregated by modality, in person, hybrid, and completely online. The minimum or floor is 70% and the target or aspirational goal is 80%.

### Standard 2: Degrees and Certificates Awarded

Degrees and Certificates Awarded are defined as the number of Associate Degrees and Certificates of Achievement awarded during the fiscal year. The minimum or floor is defined as a three-prior-year moving minimum value. For the overall population, the target or aspirational goal is defined as a 2% increase to the three-prior-year moving average baseline. Table 9 presents the degrees and certificates for Kapi'olani Community College.

**Table 9: Degrees and Certificates Awarded**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	1,100	1,084	943	755	TBD	943	755	TBD	1,063	946	TBD

**Standard 3a: Native Hawaiian Degrees and Certificates Awarded**

Native Hawaiian Degrees and Certificates Awarded are defined as the number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to students of Native Hawaiian ancestry. The minimum or floor is defined as the three-prior-year moving minimum value OR lowest value of the three years prior to the reporting year. The target or aspirational goal is defined as a 3% increase to the three-prior-year moving average baseline. Table 10 presents the degrees and certificates for Kapi’olani Community College.

**Table 10: Native Hawaiian Degrees and Certificates Awarded**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	146	160	148	114	TBD	146	114	TBD	156	145	TBD

**Standard 3b: Pacific Islander Degrees and Certificates Awarded**

Pacific Islander Degrees and Certificates Awarded are defined as the number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to Pacific Islander Students. The minimum or floor is defined as the three-prior-year moving minimum. The target or aspirational goal is defined as a 3% increase to the three-prior-year moving average baseline. Table 11 presents the degrees and certificates for Kapi’olani Community College.

**Table 11: Pacific Islander Degrees and Certificates Awarded**

	Actual					Minimum			Target		
	2019-2021	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	41	61	61	40	TBD	41	40	TBD	56	56	TBD

**Standard 3c: Filipino Degrees and Certificates Awarded**

Filipino Degrees and Certificates Awarded are defined as the number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to Filipino Students. The minimum or floor is defined as the three-prior-year moving minimum. The target or aspirational goal is

defined as a 3% increase to the three-prior-year moving average baseline. Table 12 presents the degrees and certificates for Kapi'olani Community College.

**Table 12: Filipino Degrees and Certificates Awarded**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	300	350	290	239	TBD	290	239	TBD	323	302	TBD

**Standard 4: Pell Recipient Degrees and Certificates Awarded**

Pell Recipient Degrees and Certificates Awarded are defined as the number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to students who received Pell awards. The minimum or floor is defined as the three-prior-year moving minimum. The target or aspirational goal is defined as a 3% increase to the three-prior-year moving average baseline. Table 13 presents the degrees and certificates for Kapi'olani Community College.

**Table 13: Pell Recipient Degrees and Certificates Awarded**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	427	486	401	328	TBD	401	328	TBD	451	417	TBD

**Standard 5: Transfer to Baccalaureate Institutions**

Transfer to Baccalaureate Institutions is defined as the number of UHCC home-based students who transfer to a baccalaureate institution during the academic year. The minimum or floor is defined as the three-prior-year moving minimum. See the aforementioned rationale which describes the three-prior-year rationale. The target or aspirational goal is defined as a 2% increase to the three-prior-year moving average baseline. Table 14 presents the degrees and certificates for Kapi'olani Community College.

**Table 14: Transfer to Baccalaureate Institutions**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	874	943	976	739	TBD	874	739	TBD	950	904	TBD

**Standard 6: Integrated Postsecondary Education Data System (IPEDS) Student Success Rate**

Integrated Postsecondary Education Data System (IPEDS) Success Rate is the rate at which first-time, full-time students either graduate or transfer to a baccalaureate institution within 150% of the time of entry. Reporting the 2023-24 “Actual” data would be the outcome of the fall 2020 IPEDS cohort. The minimum or floor is defined as the three-prior-year moving minimum. The target or aspirational goal is defined as a 2% increase to the three-prior-year moving average baseline. Table 15 presents the degrees and certificates for Kapi‘olani Community College.

**Table 15: Integrated Postsecondary Education Data System (IPEDS) Student Success Rates**

	Actual					Minimum			Target		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
KAP	38.6	41.4	40.2	39.8	35.1	38.6	39.8	TBD	40.9	41.3	TBD

**Standard 7: Licensure and Certification Examination Success Rate**

The Licensure and Certification Examination Success Rate is the pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the examination. The rate must be reported for all programs where the licensure or certification examination is required for employment. Other certification examinations may be reported on an optional basis. The minimum or floor value is determined by the required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited. The target or aspirational goal is 3% improvement per year improvement in the pass rate over the previous 3-year average, up to an achievement level of 95%.

**Table 16: Licensure and Certification Examination Success Rates**

Program	Exam Type	Actual				Minimum	Target
		2019-2020	2020-2021	2021-2022	2022-2023		
Medical Assisting	National	74	71	88.24	100	60	80
Medical Laboratory Technician	National	100	100	89	100	75	95
Nursing (ADN)	National	83.5	96.08	95.9	93	80	94
Nursing (PN)	National	100	90	100	96	95	95
Occupational Therapy Assistant	National	100	100	92	NA (no cohort admitted)	80	95

					in Fall 2020		
Physical Therapy Assistant	National	86	100	N/A	100	85	95
Mobile Intensive Care Technician	National	100	100	100	95	70	95
Radiologic Technician	National	100	100	93	94.4	75	95
Respiratory Care Practitioner	National	100	100	100	100	80	95

### Standard 8: Job Placement Rate

The job placement rate is reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the State Plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than ten students exiting the program shall not be reported. The minimum or floor is based on the Perkins-established placement rate for the reported academic year (e.g. 35% for FY23). The target or aspirational goal is based on the Perkins-established improvement rate for each subsequent year (e.g. 70% for FY23). Table 16 presents the College's program job-placement rate from 2020 to 2022. Data is generated and reported as the annual Institution-Set Standards (ISS) data and it represents the job-placement rate at that point in time and is not updated. Programs may continue to collect data and house and utilize updated data for their own program improvements and program specific accreditation.

**Table 17: Job-Placement Rates**

Program Name	2020	2021	2022
Accounting	60%	50%	59%
Culinary Arts	59%	63%	67%
Dental Assisting	44%	44%	67%
Emergency Medical Technician	93%	82%	93%
Hospitality and Tourism	43%	50%	44%
Information Technology	76%	65%	68%
Marketing	*	*	*
Medical Assisting	93%	54%	95%
Medical Laboratory Technician	*	*	*
Mobile Intensive Care Tech	100%	100%	100%
New Media Arts	59%	36%	*

Nursing: Associate Degree	76%	68%	87%
Nursing: Practical Nursing	92%	75%	85%
Occupational Therapy Assistant	88%	73%	No Cohort Admitted
Paralegal	70%	86%	63%
Physical Therapist Assistant	100%	100%	100%
Radiologic Technologist	93%	100%	100%
Respiratory Care Practitioner	94%	100%	100%

\*Less than ten graduates, therefore percentage not reported

## C. Organization of the Self-Evaluation Process

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In October 2022, the former chancellor sent a survey to all faculty and staff at the College to identify those who would be interested in participating in the self-evaluation process. Over 40 faculty and staff completed the survey and they were invited to attend an ACCJC training with ACCJC Vice President Dr. Catherine Webb.

The former chancellor appointed Maria Bautista, interim Vice-Chancellor of Academic Affairs, and Annie Thomas, Head Librarian, to chair the 2025 Institutional Self-Evaluation Report (ISER) with the support of the College’s Accreditation Liaison Officer (ALO), Susan Kazama. Maria Bautista retired in May 2023 and Annie Thomas continued as the sole ISER chair. Susan Kazama left the College in July 2023 and Michaelyn Nākoa Hall took over as Accreditation Liaison Officer as part of her new role as interim Executive Director of Strategy.

The College’s self-evaluation process included broad participation from the College community. It was organized into four phases:

1. Evidence Research and Writing (Spring 2023).
2. Subject Matter Expert Review and Revision (Summer-Fall 2023).
3. Copy Editing and Evidence Organization (Spring 2024).
4. College Review and Completion (Spring-Fall 2024).

### Phase I: Evidence Research and Writing (Spring 2023)

During this phase, the ISER co-chairs and ALO invited interested faculty and staff to serve on research and writing teams. Each standard section was led by a chair or co-chairs who facilitated their team in this process. The ISER co-chairs and ALO led a training session for the teams on Dec. 1, 2022, and the teams started their work on research and writing draft #1 in spring 2023. A follow-up training was also held on Feb. 24, 2023. The ISER co-chairs and ALO met with the standard chairs every week during the spring semester to discuss the process and any challenges. The teams completed draft #1 of each standard response by June 2023.

<b>Standard I</b>	<b>Co-Chairs</b>
	<ul style="list-style-type: none"> <li>● Kelli Goya, Associate Professor, Title III Project Director</li> <li>● Virginia Yoshida, Assistant Professor, Learning Center Coordinator</li> </ul>
	<b>Team</b>
	<ul style="list-style-type: none"> <li>● Elaina Malm, Assistant Professor, ESOL (I.A. lead)</li> <li>● Dawn Freeman, Assistant Professor, Speech (I.A.)</li> <li>● Annie Thomas, Associate Professor, Head Librarian (I.A.)</li> <li>● Carl Jennings, Professor, Art (I.B. lead)</li> <li>● Aaron Hanai, Associate Professor, Engineering (I.C. co-lead)</li> <li>● Kristy Yoshikawa, Instructor, Counseling (I.C. co-lead)</li> <li>● Brandon Chun, Assistant Professor, Counseling (I.C.)</li> </ul>

<b>Standard II</b>	<b>Co-Chairs</b>
	<ul style="list-style-type: none"> <li>● Jodi Nakaoka, Faculty, Allied Health (II.A. Co-Chair)</li> <li>● Yoneko Kanaoka, Faculty, ESL (II.A. Co-Chair)</li> <li>● Joyce Tokuda, Faculty, Library (II.B. Chair)</li> <li>● Sheldon Tawata, Faculty, Counseling (II.C. Chair)</li> </ul>
	<b>Team</b> <ul style="list-style-type: none"> <li>● Dawn Freeman, Faculty, Speech (II.A.)</li> <li>● Jung Eun Kim, Faculty, Health Sciences (II.A.)</li> <li>● 'Iwalani Koide, Faculty, Hawaiian Language/DE Coordinator (II.A., II.C.)</li> <li>● David Uedoi, Faculty, English (II.A., II.C.)</li> <li>● Sunny Pai, Faculty, Digital Initiatives Librarian (II.B.)</li> <li>● Virginia Yoshida, Faculty, Learning Center Coordinator (II.B.)</li> <li>● Teri Mitchell, Faculty, Counseling (II.C.)</li> <li>● Darret Tanno, Instructional &amp; Student Support Specialist (II.C.)</li> </ul>
<b>Standard III</b>	<b>Co-Chairs</b>
	<ul style="list-style-type: none"> <li>● Alison Ohata, Secretary to the Chancellor</li> <li>● Alissa Kashiwada, Non-credit Registration Manager</li> <li>● Erica Dias, Faculty, Hawai'i-Pacific Resources Librarian, Library</li> </ul>
	<b>Team</b> <ul style="list-style-type: none"> <li>● Jamie Miyashiro, Secretary (III.A.)</li> <li>● Lisa Yamamoto, Marketing Director (III.A.)</li> <li>● Susan Kazama, Faculty, Continuing Education (III.A.)</li> <li>● John Richards, Dean of Career and Technical Education (III.D.)</li> <li>● Michelle Page, Faculty, Nursing (III.C.)</li> <li>● Yujin Kim, Educational Specialist, Paul S. Honda International Center (III.D.)</li> <li>● Winnie Law, Adjunct Faculty, Hospitality (III.D.)</li> </ul>
<b>Standard IV</b>	<b>Chair</b>
	<ul style="list-style-type: none"> <li>● Kimberly Suwa, Faculty, Health Sciences</li> </ul>
	<b>Team</b> <ul style="list-style-type: none"> <li>● Dawn Freeman, Faculty, Speech</li> <li>● Brandon Marc Higa, Director of Resource Development, Grants Office</li> <li>● Carol Hoshiko, Assistant Dean of Community and Continuing Education</li> </ul>

**Phase II: Subject Matter Expert Review and Revision (Summer-Fall 2023)**

During this phase, the ISER chair and ALO finalized draft #1 and identified subject matter experts to serve on review teams for each standard to review the draft and provide feedback on areas that needed clarification, revisions, and/or additional evidence. The teams reviewed

the drafts from August-October 2023 and the ALO and ISER chair met with each team to discuss feedback and make revisions from October-December 2023.

Standard	Review Team
I	<ul style="list-style-type: none"> <li>● Misaki Takabayahi, Chancellor</li> <li>● Michaelyn Nākoa Hall, Interim Executive Director of Strategy</li> <li>● Amy Patz Yamashiro, Faculty, Institutional Assessment Coordinator</li> <li>● Kelli Goya, Faculty, Title III Director</li> <li>● Virginia Yoshida, Faculty, Learning Center Coordinator</li> <li>● Shaun Kiyabu, Data Analyst, Office of Institutional Effectiveness</li> <li>● Carl Polley, Faculty, Faculty Senate representative</li> <li>● Joseph Yoshida, Faculty, ‘Aha Kalāualani representative</li> <li>● Susan Pope, Education Specialist, Staff Council representative</li> <li>● Zach Gibson, student, Student Congress representative</li> <li>● Martino Koo, student, Student Congress representative</li> </ul>
IIA	<ul style="list-style-type: none"> <li>● Nāwa‘a Napoleon, Vice Chancellor for Academic Affairs</li> <li>● Eric Denton, Interim Dean of Arts and Sciences</li> <li>● Karen Boyer, Interim Dean of Health Academic Programs</li> <li>● Carol Hoshiko, Assistant Dean of Community and Continuing Education</li> <li>● John Richards, Dean of Business, Legal, &amp; Technology, Culinary, and Hospitality</li> <li>● Candy Branson, Faculty, Social Sciences Department Chair</li> <li>● Sarah Bremser, Faculty, Arts and Humanities Department Chair</li> <li>● Laure Burke, Faculty, Hospitality &amp; Tourism Education</li> <li>● Martin Chong, Faculty, Health Sciences Non-Credit Coordinator</li> <li>● Porscha Dela Fuente, Faculty, English/Curriculum Committee Co-chair</li> <li>● Sheryl Fuchino-Nishida, Faculty, Hospitality &amp; Tourism Education Counselor</li> <li>● Grant Itomitsu, Faculty, Culinary Arts Department Chair</li> <li>● Lisa Kanae, Faculty, Languages, Linguistics, and Literature Department Chair</li> <li>● Yoneko Kanaoka, Faculty, Languages, Linguistics, and Literature</li> <li>● Melissa Nakamura, Instructional Designer, Office for Community &amp; Cont. Ed.</li> <li>● Jodi Nakaoka, Faculty, Health Sciences/Curriculum Committee Co-chair</li> <li>● Veronica Ogata, Faculty, Social Sciences</li> <li>● Amy Patz Yamashiro, Faculty, Institutional Assessment Coordinator</li> <li>● Anthony Silva, Faculty, Languages, Linguistics, and Literature</li> <li>● Calvin Tan, Faculty, Business, Legal &amp; Technology Department Chair</li> <li>● ‘Iwalani Koide, Faculty, Hawaiian Language/DE Coordinator</li> <li>● Nadine Wolff, Faculty, Math &amp; Sciences Department Chair</li> </ul>
IIB	<ul style="list-style-type: none"> <li>● Annie Thomas, Faculty, Head Librarian</li> <li>● Erica Dias, Faculty, Hawai‘i-Pacific Resources Librarian, Library</li> <li>● Joy Oehlers, Faculty, Information Literacy Librarian</li> <li>● Allyson Ota, Faculty, Electronic Resources Librarian</li> <li>● Joyce Tokuda, Faculty, Learning Resources Librarian</li> <li>● Sunny Pai, Faculty, Digital Initiatives Librarian</li> <li>● Virginia Yoshida, Faculty, Learning Center Coordinator</li> </ul>

<b>IIC</b>	<ul style="list-style-type: none"> <li>● Ellen Lokelani Kenolio, Vice Chancellor for Student Affairs</li> <li>● Michaelyn Nākoa Hall, Interim Executive Director of Strategy</li> <li>● Jerilyn Enokawa, Registrar, Kekaulike Information &amp; Service Center</li> <li>● Kristie Malterre, Faculty, Counselor, Online Learners</li> <li>● Shannon Sakaue, Faculty, Counselor, Returning Adults</li> <li>● Sheldon Tawata, Faculty, Counselor, Kuilei Outreach Program</li> <li>● Kristy Yoshikawa, Faculty, Counselor, Nursing</li> </ul>
<b>IIIA</b>	<ul style="list-style-type: none"> <li>● Lance Yamamoto, Interim Vice Chancellor for Administrative Affairs</li> <li>● Darsh Davé, Human Resources Manager</li> <li>● Alison Ohata, Secretary to the Chancellor</li> </ul>
<b>IIIB</b>	<ul style="list-style-type: none"> <li>● Lance Yamamoto, Interim Vice Chancellor for Administrative Affairs</li> <li>● Jameson Ramelb, Auxiliary &amp; Facilities Services Manager</li> </ul>
<b>IIIC</b>	<ul style="list-style-type: none"> <li>● Karl Naito, Faculty, Center for Excellence in Learning, Teaching, and Technology (CELTT) Unit Head</li> <li>● Jamie Sickel, Faculty, Instructional Designer, CELTT</li> <li>● Sunny Pai, Faculty, Digital Initiatives Librarian</li> </ul>
<b>IIID</b>	<ul style="list-style-type: none"> <li>● Lance Yamamoto, Interim Vice Chancellor for Administrative Affairs</li> <li>● Justin Kashiwaeda, Fiscal Manager</li> </ul>
<b>IV</b>	<ul style="list-style-type: none"> <li>● Misaki Takabayashi, Chancellor</li> <li>● Ellen Lokelani Kenolio, Vice Chancellor for Student Affairs</li> <li>● Nāwa‘a Napoleon, Vice Chancellor for Academic Affairs</li> <li>● Karen Boyer, Interim Dean of Health Academic Programs</li> <li>● Eric Denton, Interim Dean of Arts and Sciences</li> <li>● Carol Hoshiko, Assistant Dean of Community and Continuing Education</li> <li>● John Richards, Dean of Business, Legal, &amp; Technology, Culinary, and Hospitality</li> <li>● Lance Yamamoto, Interim Vice Chancellor for Administrative Affairs</li> </ul>

**Phase III: Copy Editing and Evidence Organization (January-July 2024)**

During this phase a faculty member assisted with copy editing the document and a librarian faculty member and graduate student assistants organized the evidence files, in collaboration with the ISER chair and ALO.

<b>Copy Editor</b>	<ul style="list-style-type: none"> <li>● Palani Kelly, Assistant Professor, Hawaiian Studies</li> </ul>
<b>Evidence Documentation</b>	<ul style="list-style-type: none"> <li>● Brianne Imada, student assistant</li> <li>● Allyson Ota, Faculty, Electronic Resources Librarian</li> </ul>

**Phase IV: College Review and Completion (April-September 2024)**

The completed draft of the ISER was shared widely with everyone at the College for feedback. The ISER chair and ALO incorporated feedback and finalized the report for completion. An ISER Support Team was created to prepare the document for submission to Board of Regents

for review in October 2024 and for final submission to ACCJC in December 2024.

<b>ISER Support Team</b>	<ul style="list-style-type: none"><li>● Allyson Ota, Faculty, Electronic Resources LibrarianAmy Patz Yamashiro, Faculty, Institutional Assessment Coordinator</li><li>● 'Iwalani Koide, Faculty, Hawaiian Language/DE Coordinator</li><li>● Jamie Sickel, Faculty, Instructional Designer, CELTT</li><li>● Kristie Malterre, Faculty, Counselor, Online Learners</li><li>● Veronica Ogata, Dean, Arts and Sciences</li></ul>
<b>Formatting</b>	<ul style="list-style-type: none"><li>● Jamie Sickel, Faculty, Instructional Designer, CELTT</li></ul>
<b>Evidence Documentation</b>	<ul style="list-style-type: none"><li>● Halley Cloud, student assistant</li><li>● Allyson Ota, Faculty, Electronic Resources Librarian</li><li>● Joyce Tokuda, Faculty, Learning Resources Librarian</li></ul>

## D. Organizational Information

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### Executive Leadership Team

The executive leadership team is comprised of ten executive members. The team is led by the chancellor and meets weekly or bi-weekly depending on the needs of the campus and team. This team includes the chancellor, vice chancellors for academic affairs, student affairs and administrative affairs; deans of arts and sciences, health academic programs, hospitality, business and legal education academic programs and the office of continuing education and community engagement; and executive directors of strategy and the culinary institute of the Pacific. Of the ten executives, five are new to their positions and/or the college within the last year, four are interim and one has served in their position for more than 10 years. The college has undergone shifts in leadership and management and is close to having a permanent executive leadership team.

**Table 18: Kapi'olani Community College Executive Leadership Team as of September 2024**

Executive	Title	Highest Degree
Misaki Takabayashi	Chancellor	PhD
Michaelyn Nākoa Hall	Interim Executive Director of Strategy	PhD
David Nawa'a Napoleon	Vice Chancellor for Academic Affairs	MA
Ellen Lokelani Kenolio	Vice Chancellor for Student Affairs	EdD
Lance Yamamoto	Interim Vice Chancellor for Administrative Affairs	BBA
Veronica Ogata	Dean, Arts and Sciences	PhD
Karen Boyer	Interim Dean, Health Academic programs	MN
Laure Burke	Interim Dean, Hospitality, Business and Legal Education academic programs	EdD
Carol Hoshiko	Assistant Dean, Office of Continuing Education and Community Engagement	PhD
Roy Yamaguchi	Executive Director of the Culinary Institute of the Pacific	AS

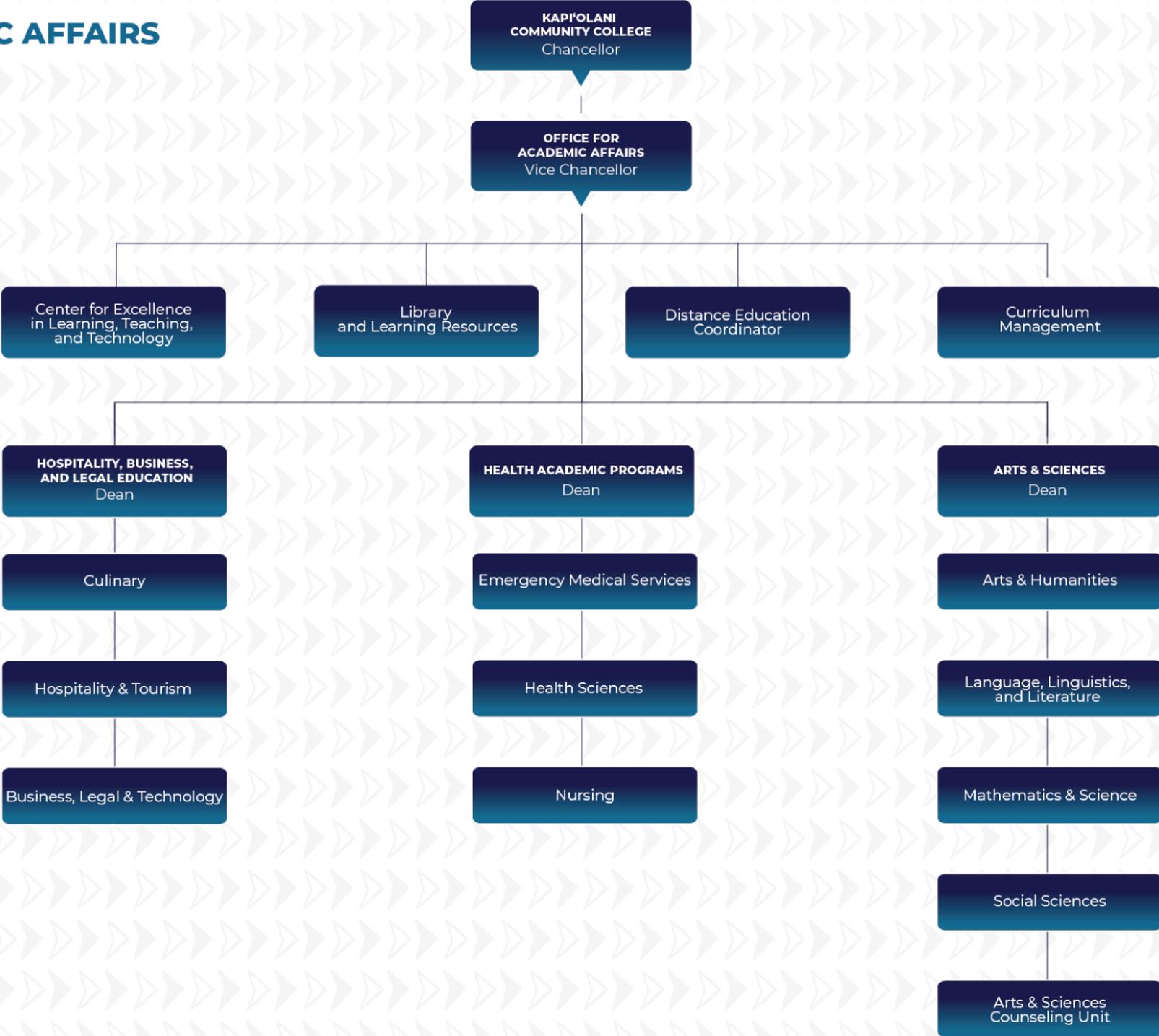
### Organization Chart and Functional Statement:

The College's official UHCC organizational chart and functional statements are listed on the University of Hawai'i Community College's website ([D-1](#)).

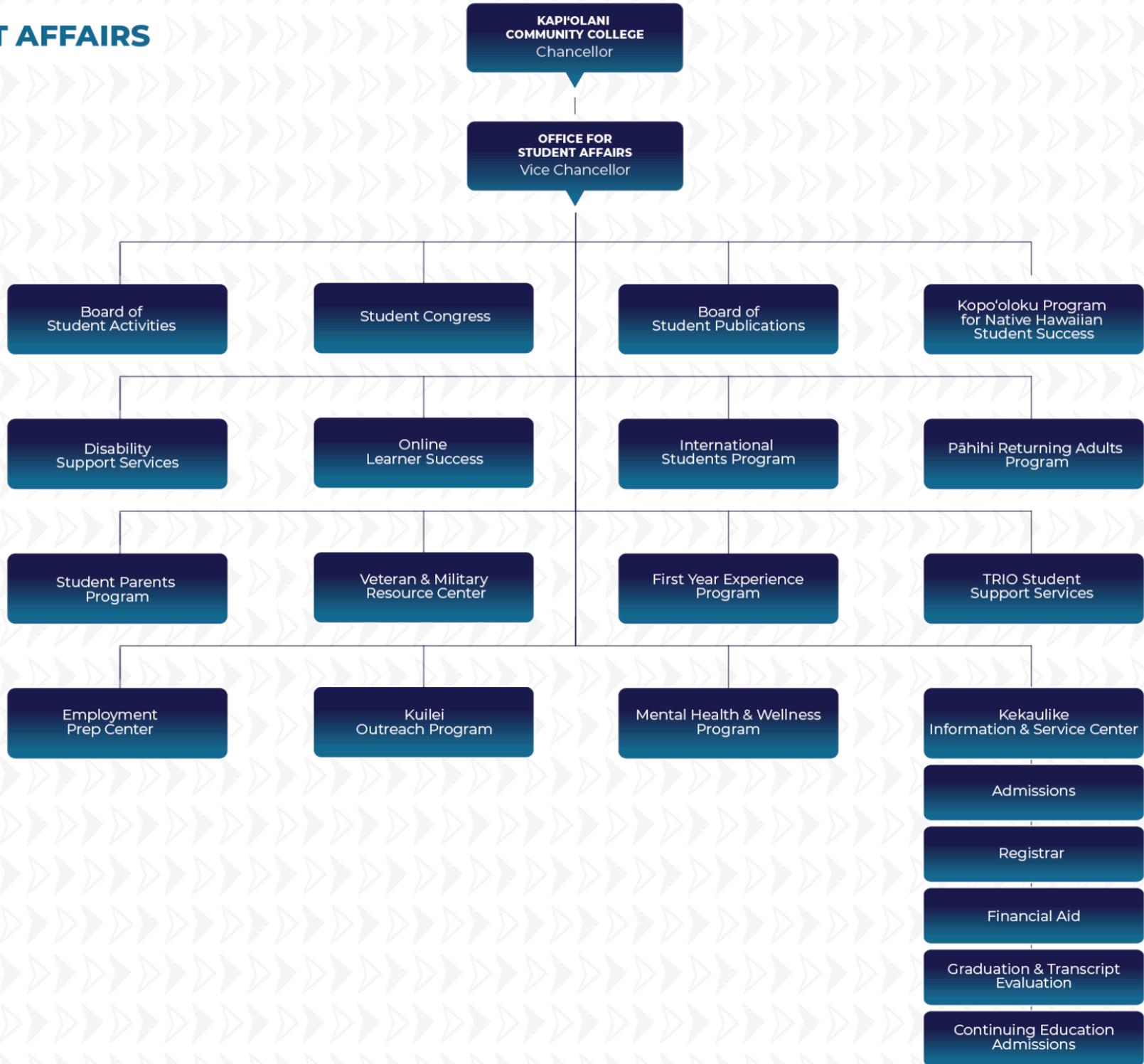
The following organizational charts include the names of individuals holding each position, as of July 1, 2024,



# ACADEMIC AFFAIRS



# STUDENT AFFAIRS



# ADMINISTRATIVE SERVICES

KAPI'OLANI  
COMMUNITY COLLEGE  
Chancellor

OFFICE FOR  
ADMINISTRATIVE SERVICES  
Vice Chancellor



## University of Hawai'i Community Colleges

Functional Map by Major Accreditation Topic (Detailed functional map available [here.](#))

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

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

Accreditation Topic	UH Community College System/UH System	College
	colleges share professional development responsibilities.	
3.B Physical Resources	Development of long-range physical plans and implementation of capital-improvement projects are the responsibility of the UH and UHCC Systems.	The community colleges provide input into plans and priorities for capital-improvement projects. The colleges are responsible for regular maintenance of the physical plan at the college.
3.C Technology Resources	Technology resources including network infrastructure and enterprise software systems are managed by the UH System. The UH System and UHCC plan and coordinate systemwide online learning support and program delivery.	The community colleges are responsible for on-campus networks, technology resources, and technology support.
3.D Financial Resource Planning	<p>The UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the state legislature. The development of the budget and budget requests are based on a policy paper derived from the Strategic Plan and approved by the Board of Regents.</p> <p>The UHCC System appropriates funds via the state legislature and allocates those funds to the colleges. The UHCC System does not receive funds on an FTE or other formula basis from the legislature.</p>	The community colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board of Regents. The community colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
3.D Financial Resource Stability	The fiscal systems are managed by the UH System. Regular audits are conducted of the UH System,	The community colleges implement fiscal systems in accord with the UH System fiscal

Accreditation Topic	UH Community College System/UH System	College
	including separate schedules for the UHCC. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. The UH System centrally manages all extramural funds.	policies. When audits identify weaknesses or needed improvements, the colleges respond with improvement plans that are incorporated into the audit reports.
3.D Financial Resource Liabilities	Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the university. These expenses and liabilities are funded and managed by the State of Hawai'i. The UH System manages all UH debt obligations.	The community colleges monitor loan default rates and implement action plans as appropriate.
3.D Financial Resource Contractual Agreements	The UH System establishes and manages all contracts in accordance with state procurement laws.	The community colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
4.A Decision-making Roles and Responsibilities	The Board of Regents policy establishes a commitment to shared governance. The UH and UHCC Systems confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by state statute.	The community colleges implement shared governance policies and processes for internal college decision-making.
4.B Chief Executive Officer	The UH System and UHCC delegate to the college CEO authority for college operations within the policy limits of the UH System.	The community college CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC policies.

Accreditation Topic	UH Community College System/UH System	College
4.C Governing Board	<p>The Board of Regents is established by state statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board bylaws govern board and board member behavior. All board actions are subject to state open meetings and public information laws and are regularly published.</p> <p>The Vice President for Community Colleges (VPCC) acts as the liaison to the Board of Regents for all community college matters, including accreditation.</p>	<p>The community colleges submit action items to the Board of Regents through the Vice President for Community Colleges (VPCC) and UH System.</p>
4.D Multi-College Districts or Systems	<p>The Board of Regents appoints the UH System president who is responsible for the entire ten-campus system of higher education in Hawai'i. The UH President appoints the VPCC who is responsible for the seven-campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>The UH System is responsible for UH executive policies, UH System planning and coordination, and for selected systemwide support services such as financial services and facilities planning. The UHCC System is responsible for CC-wide policies, CC budget and resource allocation, CC system planning and coordination, and selected CC system services.</p>	<p>The community colleges operate within the policy and planning framework established by the UH and UHCC Systems.</p>

## **E. Certification of Continued Compliance with Eligibility Requirements**

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### **Eligibility Requirement 1: Authority**

***The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.***

Kapi'olani Community College is a public, post-secondary institution of the University of Hawai'i Community Colleges (UHCC) operating under the authority of the State of Hawai'i ([E-1](#), [E-2](#)) and the UH Board of Regents (BOR) ([E-3](#), [E-4](#)) to award academic degrees and certificates. The College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges ([E-5](#)).

### **Eligibility Requirement 2: Operational Status**

***The institution is operational, with students actively pursuing its degree programs.***

Since its inception in 1946, Kapi'olani Community College has been in continuous, uninterrupted operation. The College has a student headcount of 5,822 (fall 2023) and full-time equivalent student count of 2,886 ([E-6](#), [E-7](#)). The College is a comprehensive two-year institution serving students with a wide variety of educational goals, including the first two years of post-secondary study (baccalaureate transfer pathway), associate degrees in workforce and career and technical education fields, pre-collegiate courses to develop college readiness, and noncredit and community education ([E-8](#)). The pursuit of academic degrees is the principal reason for matriculation to the College ([E-9](#)). A current schedule of classes is available on the College website ([E-10](#)).

### **Eligibility Requirement 3: Degrees**

***A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.***

Kapi'olani Community College awarded 755 associate degrees and certificates in the 2022-23 academic year. Associate degrees comprise traditional two-year courses of study, except for most health programs, which require prerequisite courses ([E-8](#)). The College maintains a catalog detailing the graduation and certificate unit requirements and student learning outcomes for all courses and programs for all potential students ([E-11](#)). The College maintains a curriculum committee that operates under the Faculty Senate and handles all academic and professional matters, including the creation, implementation, and evaluation of all curricula. The College and the University of Hawai'i System's Board of Regents approve all relevant programs of study through a system of oversight and review (See II.A.).

### **Eligibility Requirement 4: Chief Executive Officer**

***The institution has a chief executive officer appointed by the governing board, whose***

***full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.***

Kapi'olani Community College has a chief executive officer (CEO) appointed by the Board of Regents (BOR) with the exclusive and full-time responsibility to execute board policies. The CEO at Kapi'olani Community College is the chancellor ([E-12](#)). Dr. Misaki Takabayashi is the CEO and Chancellor of the College ([E-13](#)). She was appointed on March 1, 2023. The University of Hawai'i System, which includes seven community colleges and three universities, is led by a president. The College's previous chancellor retired on December 30, 2022, and an interim chancellor was appointed from January-February 2023. The College notifies the accrediting commission of all executive leadership changes in a timely fashion. There are established UHCC policies for the hiring and evaluation of the CEO. Delegation of authority to administer Board policies is likewise governed by established BOR policy (see IV.B.).

#### **Eligibility Requirement 5: Financial Accountability**

***The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.***

An independent certified public accounting firm audits Kapi'olani Community College's financial operations ([E-14](#)). The College had one audit finding for fiscal year 2022 and one finding noted in the fiscal year 2022 Internal Control and Business Issues Report ([E-15](#)). The College has completed all corrective actions and has taken measures to prevent any repeat findings (see III.D.7). The College's operating budget approved by the Board of Regents for FY 2023 had a projected \$48,282,789 in unrestricted revenue to fund an unrestricted expenditure budget of \$43,120,697 ([E-16](#)). All financial evaluations include a thorough review of internal financial systems in compliance with state and federal laws and regulations. All audits are examined by the UHCC and UH financial offices for further oversight. The last audit was completed on December 7, 2023.

The College is also authorized to award financial aid under federal Title IV. The College follows the required components of Title IV of the United States Code of Federal Regulations. The College conducts all audits and program or other review activities required by the U.S. Department of Education and addresses any findings. All required financial documents, program records, etc. are appropriately stored and maintained in secure College record-keeping systems. The College has the fiscal and administrative capacity to address current and future financial obligations in a timely manner. Student loan default rates for the institution are well within the acceptable range defined by the U.S. Department of Education ([E-17](#), [E-18](#), [E-19](#)).

## F. Certification of Continued Institutional Compliance with Commission Policies

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Kapi'olani Community College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

Kapi'olani CC has notified the public of the ACCJC evaluation team visit and has solicited third-party comments via its website and a UHCC press release ([F-1](#)). The public has been encouraged to deliver its comments according to ACCJC expectations for authentication. The College will respond to any third-party comments in a timely manner. No comments have been received at this time.

*See response to Standard I.C.12.*

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

The College has established institution-set standards for student achievement based on the University of Hawai'i Community College Policy (UHCCP) 4.203 ([F-2](#)). Successful course completion is one of the measures of institutional performance ([F-3](#)). The UHCC vice president visits the College twice a year to share updates on how the College is meeting the institution-set standards ([F-4](#)). The College has included programmatic-level analysis for employment using licensure passage, program completion, and employment rates.

Institution-set standards for CTE programs are included in the ACCJC Annual Reports ([F-5](#)). In addition, the College regularly evaluates progress on its mission through annual program review, which informs institution-wide planning.

*See responses to Standards I.B.2, I.B.3, I.B.4, I.B.5, I.B.9 and Section B. Presentation of Student Achievement Data and Institution-set Standards.*

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

The College's policies and procedures conform to generally accepted standards for higher education for associate degrees pursuant to Hawai'i and federal regulations. Credit hour practices are monitored as part of the curriculum review process. UHCC policy 5.228 has established administrative procedures to determine a credit hour that generally meets commonly accepted academic expectations ([F-6](#)). All programs and courses are developed

and updated by faculty, reviewed by the Faculty Senate Curriculum Committee, and approved by the chancellor. New programs are approved by the UH Board of Regents. UHCC policy 5.203 sets graduation requirements for associate degrees and certificates ([F-7](#)). The College offers a number of courses based on clock hours, following U.S. Department of Education federal regulations for clock-to-credit-hour conversions. Tuition is a uniform rate of \$131 per credit for residents and \$345 per credit for non residents, with additional fees for student activities, student government, and student publications.

*See responses to Standards II.A.5, II.A.9, I.C.2, and I.C.6.*

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

UHCC policies on the transfer of credit are current and available in the catalog and on the college website ([F-8](#), [F-9](#)). These policies include information about the criteria used to accept credits for transfer and inter-campus articulation. The College has established methods to assess prior learning experiences through examinations, portfolios, and records of non-college courses and training ([F-10](#)).

*See response to Standard II.A.10.*

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

The College provides distance education courses that require regular and substantive interaction between students and the instructor. In the DE Class Review process, trained faculty review online classes to assess meeting the federal regulatory requirements regarding distance education ([F-11](#)). The Basic Requirements (BaRe) and Collaborative Reflective (CoRe) review rubrics provide best practices for teaching online as prescribed by the Policy on Distance Education ([F-12](#), [F-13](#)). In addition, the aforementioned rubrics and a clear statement on regular and substantive interactions is found on the latest version of the faculty Peer Evaluation Form, teaching responsibilities for fully-online classes ([F-14](#)).

The College ensures that distance education students receive comparable learning support and student services. The library provides students with access to online learning resources and instruction for students and faculty through face-to-face sessions, online synchronous instruction, asynchronous modules, online research guides, and videos. Tutoring is available both in person and online. Counseling faculty also provide equitable access to counseling services to all students (regardless of whether or not they are taking fully online, hybrid, or in-person classes). The 2022-2027 Distance Education Plan lists support services for online students ([F-15](#), pp.72-97).

The College verifies that the student who registers in a distance education course is the same person who completes the course by providing students with a secure and unique UH username and password for accessing all UH services online. In addition, UH requires Multi-Factor Authentication (MFA) for students logging in with their UH username ([F-16](#), [F-17](#)).

See responses to Standards II.A.2, II.A.7, II.B.1, II.C.3, III.C.1, III.C.3.

## **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College has clear policies and procedures for handling student complaints. The college catalog includes the Academic Grievance Policy and policies and procedures for discrimination and Title IX complaints ([F-18](#)). The Student Guide to Academic Grievance Procedures ([F-19](#)) and the College's Grievance Procedure under the American Disabilities Act ([F-20](#)) is available on the College's Policies & Plans web page ([F-21](#)). Students can also report a Title IX complaint, a hate or bias incident, or a general complaint or concern via the Report a Concern web page on the College website ([F-22](#)).

The College lists all of the required information from ACCJC on the College's main accreditation page ([F-1](#)) and is linked from the home page. A list of all the programmatic accreditors and licensing agencies, with complaint links, can be found on the Program Accreditation web page ([F-23](#)).

## **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

The College provides accurate, current, and appropriately-detailed information to students and the public about its programs, locations, and policies via the college catalog, website, and promotional materials ([F-24](#), [F-25](#)). All documents and web pages are reviewed regularly for accuracy and completeness by college faculty and/or staff. The College's accreditation status for ACCJC and specialized programs can also be found on the College's website ([F-1](#), [F-23](#)).

*See responses to Standards I.C.1 and I.C.2.*

## **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The College oversees and ensures Title IV compliance internally and in partnership with the UHCC. The Financial Aid Office staff conduct regular compliance requirement checks pursuant to the U.S. Department of Education (ED) regulations. The most recent full audit of the College's programs occurred during the 2021-2022 award year. The results were:

*Finding Number 2022-004 – Failure to Perform Federal Direct Loan (DL) Reconciliations for Two Months at Kapi'olani Community College (KCC) – KCC stated that it implemented procedures to back up documentation supporting the transmittal and reconciliation of borrower data on at least a quarterly basis ([F-26](#), p.9).*

A follow-up audit took place in October 2023 and the College was in compliance with no findings/recurrence. Kapi'olani CC's default rates on student loans fall within the acceptable range defined by ED. The College's three-year cohort default rates during the last published cohort years were 7.2% in 2018, 3.3% in 2019, and 0% in 2020 ([F-27](#), [F-28](#), [F-29](#)).

All contracts with outside companies, software providers, and service providers are governed by UH Board of Regents policy and all power of termination remains with the College as a condition of contract approval ([F-30](#)).

*See responses to Standards III.D.15 and III.D.16.*

## **G. Institutional Analysis**

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# Standard I



**MISSION,  
ACADEMIC QUALITY AND  
INSTITUTIONAL EFFECTIVENESS,  
AND INTEGRITY**

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

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

### I.A. Mission

#### I.A.1.

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College's mission, vision, and values describe the institution's broad educational purposes, its intended student population, and its commitment to student learning and student achievement. As an indigenous serving institution, the mission, vision and values statements of the College are written in both 'Ōlelo Hawai'i (Hawaiian language) and English, the two official languages of the State of Hawai'i ([IA1-01](#)).

#### **Mission Statement:**

The College transitioned to a new mission statement during this review period. Our pre-existing mission statement, vision, and values were approved in 2017 ([IA1-02](#), p.4):

#### **Mission (2017-2022):**

*He hale hāmama 'o Kapi'olani Kula Nui Kaiāulu no nā 'ano kaiāulu like 'ole, e ho'olako i nā kānaka ho'ākea 'ike e hiki aku i ka pahuhopu 'imi na'auao, 'imi 'oihana, a ho'olaulā 'ike. He loa'a nā palapala a'o, nā kēkelē mua puka, me nā polokalamu ho'ili kula he kilohana wale e ho'omākaukau i nā haumāna maoli, kūloko, kaumoku'āna, kau'āina no ka mua he lako.*

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

## Vision:

*He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.*

Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

## Values:

*Ho‘ohanohano ‘ia ka ho‘ŋina a ka Mō‘īwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:*

*Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:*

- ***Kūpono***: Practicing honesty and integrity with clarity in all relationships.
- ***Kuleana***: Sharing a common responsibility to support the future of our students, college, community, land, and sea.
- ***Mālama***: Protecting and perpetuating ancestral knowledge.
- ***Kūloa‘a***: Ensuring that the needs of our students are met with support and service.
- ***Kūlia***: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Following a campus-wide process to revise our mission statement in 2022, a new mission statement was drafted and was unanimously approved by the Chancellor’s Advisory Council on November 10, 2022 ([IA1-03](#)). It was approved by the Board of Regents on Oct. 19, 2023 ([IA1-04](#)). It states:

*Na Ke Kula Nui Kaiāulu ‘o Kapi‘olani e ho‘āmana i nā kānaka ‘imi na‘auao a pau e ho‘okō i kā lākou mau pahuhopu pilikino, ho‘ona‘auao a ‘imi ‘oihana i loko nō o ke kaiāulu puni honua e paipai i ke kūpono, ka loli pono, me nā ‘ano o nā kānaka like ‘ole. I ho‘ohanohano i ka ‘āina, ka ‘ōiwi, a me ka ho‘oilina o ka Mō‘īwahine Kapi‘olani, pa‘a kuleana ke a‘o aku, ke a‘o mai, ke a‘o lawena waiwai me ka mo‘omeheu Hawai‘i i ke Kōleke.*

*Kapi‘olani Community College empowers all learners to achieve their personal, educational, and career goals in a global community that promotes excellence, innovation, and diversity. To honor ‘āina, ‘ōiwi, and the legacy of Queen Kapi‘olani,*

*the*

*College is committed to teaching, learning, and practicing Hawaiian values and*

culture.

### **Analysis and Evaluation**

The mission, vision, and values of the College describe its educational purpose, student population, and commitment to student success, learning and achievement. The College is a mission-driven institution, with a widely-published vision and mission statement. The course offerings, programs and certificates are aligned with the mission. Kapi'olani CC is aligned with the broader mission of the University of Hawai'i Community Colleges, which includes the types of degrees and credentials offered by the College. RP 4.201, *Mission and Purpose of the University* states:

*The University of Hawai'i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semi professional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges ([IA1-05](#), p.3).*

#### **I.A.2.**

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

#### **Evidence of Meeting the Standard**

As a part of the University of Hawai'i System, the College can access or generate data reports from various sources. The University of Hawai'i System Institutional Research and Planning Office provides data dashboards ([IA2-01](#)) summarizing campus-level graduation ([IA2-02](#)), enrollment ([IA2-03](#)), retention, and success rates ([IA2-04](#), [IA2-05](#)). The UHCC vice president annually reports data tracking performance measures set by UH and UHCC to the campus ([IA2-06](#), [IA2-07](#)). The College's Office of Institutional Effectiveness (OFIE) also tracks course completion rates and cohort transfer rates and further disaggregates this data for our historically-underserved populations and includes course success rates ([IA2-08](#), [IA2-09](#)).

The institution reports and analyzes data to ensure its accomplishment of the mission in multiple ways. The College's Office for Institutional Effectiveness (OFIE) tracks performance-measure data to evaluate achievement and the chancellor's office monitors and evaluates the progress of the College's Strategic Plan ([IA2-10](#), [IA2-11](#), [IA2-12](#)). The 2023-29 Strategic Plan ([IA2-13](#)) includes planning and continuous improvement towards meeting our mission. In summer 2023, OFIE and campus administration held two "Metrics Meetup" gatherings of department chairs, unit heads, and program directors to discuss campus goals from the new strategic plan and brainstorm possible quantitative and qualitative metrics to measure the success of these goals ([IA2-14](#)).

OFIE also provides research reports based on data requests from the campus ([IA2-15](#)). These

reports are used to inform campus discussions on institutional priorities and meeting the educational needs of students as directed by the mission of the College. One recent example of using mission-related data to improve a practice is the attempt to better align the fall and spring terms with the summer term. In Fall 2022, Student Congress partnered with OFIE to survey students regarding their preferences for enrolling in summer school and identified key takeaways for the campus to pursue ([IA2-16](#), [IA2-17](#), [IA2-18](#)).

Programs submit an Annual Report of Program Data (ARPD) which includes an analysis of demand, efficiency, and effectiveness data indicators, student learning outcome assessment results, and an action plan in alignment with the program and College mission. For example, see the Accounting Program ARPD ([IA2-19](#), [IA2-20](#)).

Other examples of how the College uses data to determine how effectively it is accomplishing its mission and institutional priorities include the following:

- The institution is unique in its mission to “... honor ‘āina, ‘ōiwi, and the legacy of Queen Kapi‘olani, the College is committed to teaching, learning, and practicing Hawaiian values and culture.” In alignment with this part of the mission statement, the former Chancellor formed Naepuni, a Native Hawaiian student success ad hoc committee. The committee analyzed College data for Native Hawaiian students and found that the College has not been able to increase Institutional Effectiveness Measures (IEM) for these students as a whole, while pockets of students were achieving at a higher rate, when more intensive and targeted strategies were integrated into their academic journey. The committee developed recommendations to improve Native Hawaiian student outcomes in the Naepuni Report, 2021-2022 ([IA2-21](#), p.16). In response to a recommendation from this report, the Chancellor created a new administrative position, Executive Director of Strategy, whose duties include coordination of Native Hawaiian student support programs from the executive level ([IA2-22](#)).
- The results of the fall 2022 employee wellness survey ([IA2-23](#)) were discussed in strategic planning meetings and led to the inclusion of Thriving and Sustainable Campus Culture as an *alaele* or ‘primary direction’ for the College’s new strategic plan ([IA2-24](#)).
- The results of the Student Congress Spring 2023 survey guided Student Congress, with the support of the College, to focus on basic needs for students in AY 2023-24 by adding advertising for resources and programs to cafeteria T.V.s and continuing the Friendsgiving event to support students and food insecurity ([IA2-25](#)).

### **Analysis and Evaluation**

Kapi‘olani Community College regularly reports and analyzes data that is directly related to its mission. Data from a variety of sources is used to guide and evaluate institutional goals and implement strategies for improvement in alignment with the mission and vision of the College.

#### **I.A.3.**

**The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional**

## goals for student learning and achievement.

### Evidence of Meeting the Standard

The College ensures that its programs and services align with the mission as evidenced in its systematic annual reporting and planning process. The mission, vision, and values of the College serve as the foundation for the Strategic Plan which guides college planning and priorities. During this review period, the institution was guided by two strategic plans, the 2015-21 Strategic Plan ([IA3-01](#), p.4) and the current Strategic Plan ([IA2-13](#)). The 2023-29 Strategic Plan includes the Ki'i Nunui (big picture) as the Kuleana (responsibility) to Hawai'i and Native Hawaiians. This is directly aligned with our mission, vision, and values and will direct planning for the next six years. Departments, units and programs complete Annual Reports of Program Data (ARPDs) and develop annual implementation plans, which are evaluated and inform annual resource requests. For example, the Annual Report of Program Data (ARPD) for Liberal Arts demonstrates that the program's action plan for 2022-23 is to improve student engagement, learning, and achievement in alignment with the College's mission ([IA3-02](#), p.11). The ARPDs guide institutional planning and inform goals for student learning and achievement. Every five years, each program develops a Comprehensive Program Review (CPR) to evaluate student learning, improvement, and ensure alignment with our mission. The Hawaiian Studies CPR is an example of program planning in alignment with the mission of the College ([IA3-03](#)).

The College's vision as a model indigenous-serving institution is evident in the efforts of various programs to improve Native Hawaiian student achievement. For example, the Kapo'oloku Program coordinates initiatives for Native Hawaiian student success ([IA3-04](#)). In addition, the Chancellor's Summit on Native Hawaiian Student Support programs (2018-2020) was convened to gather evidence and plan for coordinated support for Native Hawaiian Student Achievement. In 2021-22 the College's Naepuni Report identified goals and recommendations for Native Hawaiian Student Success ([IA2-21](#)). The subsequent 2022 Hawai'i Papa o Ke Ao report also lists goals and action items for the College to support Native Hawaiian students, staff, and faculty ([IA3-05](#)).

The College's vision includes a commitment to the sustainable advancement of Hawai'i and the world. In alignment with this vision, a Climate and Civic Action Plan was developed for 2022-2026 ([IA3-06](#)). The Kapi'olani Service and Sustainability Learning (KSSL) program is described on pages 6-7 of the 2023-24 General Catalog ([IA3-07](#)). The College has implemented a system in which instructors can apply for a course review resulting in an S (Sustainability) designation. Students also have the option to receive an Academic Subject Certificate (ASC) in sustainability ([IA3-08](#)). The Faculty Senate Sustainability Committee manages these S designated courses and other sustainability initiatives ([IA3-09](#)).

The College's Planning and Assessment Integration with Resource Allocation (PAIR) policy, KOP 1.111, ensures that resource allocation decisions are aligned with the mission, strategic planning, and program assessment ([IA3-10](#)). Programs must align annual budget requests with the strategic priorities of the campus, which are derived from the Strategic Plan ([IA3-11](#),

[IA3-12](#)). Every department, program or unit is required to demonstrate that the budget requested is aligned with the department’s plan and program review (ARPD), ensuring that budgetary decisions prioritize student learning and achievement ([IA3-13](#), [IA3-14](#)). From 2018 to 2020, new budget allocation requests were ranked and prioritized in alignment with the campus mission. In 2019, the budget committee developed a resource prioritization rubric ([IA3-15](#)) that was used by Authorized Governance Organizations (AGOs) and representatives from the Chancellor’s Advisory Council to rank requests ([IA3-16](#)) to be submitted for the chancellor’s review. This process was paused during the pandemic and may continue to evolve as the College transitions to a new administration.

During the pandemic, the UH System implemented a hiring freeze due to budgetary constraints. Any requests to fill positions were required to provide a detailed analysis justifying the request and describing its impact if not approved. One example of human resource allocation to exhibit the College’s commitment to student learning and student achievement was hiring a lab coordinator. Since this position is essential to the offering of science labs and student safety, degree completion would have been impacted if the position was not filled ([IA3-17](#), [IA3-18](#)).

### **Analysis and Evaluation**

The mission of the College guides program review, strategic planning, strategies for the academic success of students, and resource allocation. The course offerings, programs, and certificates are aligned with the College’s mission to “empower all learners to achieve their personal, educational, and career goals in a global community that promotes excellence, innovation, and diversity.”

#### **I.A.4.**

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

#### **Evidence of Meeting the Standard**

Kapi’olani Community College’s mission statement is approved by the University of Hawai’i Board of Regents ([IA1-04](#)). The College’s vision and mission statements are published on multiple sites including the College website ([IA1-01](#)), the 2023-29 Strategic Plan ([IA2-13](#), p.3) and the College’s general catalog ([IA4-01](#)).

Kapi’olani CC Policy K4.200 states that the College should “review and revise as needed the mission statement each six years in conjunction with the creation of the new strategic plan.” ([IA4-02](#), p.2 item 4). In alignment with this policy, the mission statement was most recently reviewed and revised by the College in 2022-23. It was developed after campus-wide discussion and feedback and a lengthy revision and approval process. The results of the discussions can be found in a dashboard that became a repository of the feedback and conversations regarding the

College mission ([IA4-03](#)). This memo from the former chancellor describes the process in detail ([IA4-04](#)). The mission statement was unanimously approved by the Chancellor’s Advisory Council on November 10, 2022 and approved by the Board of Regents on October 19, 2023.

### **Analysis and Evaluation**

The Kapi’olani Community College mission statement is widely published and approved by the UH System Board of Regents. The mission was developed following College policy. The College reviews its mission every six years and updates it as necessary.

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### **Conclusions on Standard I.A: Mission**

Kapi’olani Community College’s mission and the UHCC mission describe the broad educational purposes, intended student population, types of degrees and credentials offered, and informs the College’s commitment to student learning and achievement. The College uses data to assess accomplishment of the mission and whether it meets the educational needs of students. The mission guides decision making, planning, and resource allocation and is published, reviewed, and updated regularly. The mission is approved by the University of Hawai’i Board of Regents.

### **Evidence List**

<a href="#">IA1-01</a>	Kapi’olani CC Website - Vision, Mission, Values, and Strategic Plan
<a href="#">IA1-02</a>	UH Board of Regents Meeting Minutes - Mission Approval, 2017
<a href="#">IA1-03</a>	Email from Chancellor to CAC re: Mission Statement Approval and Background
<a href="#">IA1-04</a>	UH Board of Regents Meeting Minutes - Mission Approval, 2023
<a href="#">IA1-05</a>	UH Board of Regents Policy 4.201 Mission and Purpose of the University
<a href="#">IA2-01</a>	UH System Institutional Research and Planning Office Data Dashboards
<a href="#">IA2-02</a>	Degrees and Certificates Awarded, 2022-23
<a href="#">IA2-03</a>	UH System Enrollment, Fall 2012-23
<a href="#">IA2-04</a>	Graduation, Retention, Success Rate Summary, 2005-23
<a href="#">IA2-05</a>	HGI Campus Completion Scorecard, Academic Year 2021
<a href="#">IA2-06</a>	UHCC Fall 2022 Data Performance Indicators
<a href="#">IA2-07</a>	Kapi’olani CC Data 2022-23
<a href="#">IA2-08</a>	Institutional Effectiveness Measures Update 03-02-2023
<a href="#">IA2-09</a>	Institutional Effectiveness Measure Fall 2023
<a href="#">IA2-10</a>	Strategic Plan Comprehensive Scorecard 2019
<a href="#">IA2-11</a>	Strategic Plan Executive Summary 2020
<a href="#">IA2-12</a>	Fast Facts Spring 2023 - Enrollment
<a href="#">IA2-13</a>	Strategic Plan 2023-29
<a href="#">IA2-14</a>	Metrics Meetup - Compilation of Department and Unit Level Metrics
<a href="#">IA2-15</a>	Institutional Research Website
<a href="#">IA2-16</a>	Student Congress Survey Results, Summer 2023
<a href="#">IA2-17</a>	Student Congress General Meeting Minutes, 10-02-23
<a href="#">IA2-18</a>	Student Congress General Meeting Minutes, 10-16-23
<a href="#">IA2-19</a>	Annual Report of Program Data for Accounting Program 2022

<a href="#">IA2-20</a>	Annual Report of Program Data for Accounting Program 2021
<a href="#">IA2-21</a>	Naepuni Report and Recommendations, 2021-22
<a href="#">IA2-22</a>	Chancellor Announcement for Executive Director of Strategy position
<a href="#">IA2-23</a>	Employee Wellness Survey Results Fall 2022
<a href="#">IA2-24</a>	Strategic Map
<a href="#">IA2-25</a>	Executive Summary for 2023 Student Congress Survey Results
<a href="#">IA3-01</a>	Strategic Plan, 2015-2021
<a href="#">IA3-02</a>	Annual Report of Program Data, Liberal Arts 2022
<a href="#">IA3-03</a>	Comprehensive Program Review: AA in Hawaiian Studies, 2016-19
<a href="#">IA3-04</a>	Kapo'oloku Program Website
<a href="#">IA3-05</a>	Hawai'i Papa O Ke Ao Plan 2022
<a href="#">IA3-06</a>	ConSOLIDated Climate and Civic Action Plan, 2022-26
<a href="#">IA3-07</a>	General Catalog KSSL Program, pp.6-7
<a href="#">IA3-08</a>	Academic Subject Certificate in Sustainability Advising Sheet
<a href="#">IA3-09</a>	Sustainability Webpage
<a href="#">IA3-10</a>	KOP #1.111 Policy for Planning and Assessment Integration with Resource Allocation
<a href="#">IA3-11</a>	Allocation Request Form FY21
<a href="#">IA3-12</a>	Budget Request Template Sample FY23
<a href="#">IA3-13</a>	FY22 Budget Questions
<a href="#">IA3-14</a>	ASNS Course to Program SLO Mapping and Assessment
<a href="#">IA3-15</a>	PAIR Resource Prioritization Rubric 2019
<a href="#">IA3-16</a>	Allocation Request Form Ranking List FY21
<a href="#">IA3-17</a>	UHCC Request to Fill Lab Coordinator
<a href="#">IA3-18</a>	Request to Hire Lab Coordinator
<a href="#">IA4-01</a>	Vision and Mission Statement in General Catalog
<a href="#">IA4-02</a>	K4.200 Institutional Mission
<a href="#">IA4-03</a>	Mission Building Summit Dashboard
<a href="#">IA4-04</a>	Revised Mission Statement Memorandum

## I.B. Assuring Academic Quality and Institutional Effectiveness

### *Academic Quality*

#### I.B.1.

**The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Evidence of Meeting the Standard**

Kapi'olani Community College demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, institutional effectiveness, and continuous improvement of student learning and achievement. Dialogue is evidenced by meetings, town

halls, data discussions, committee work, work groups, and task forces.

### **Student Outcomes**

The Faculty Senate Student Learning Outcomes and Assessment (SLOA) committee holds regular meetings to discuss student learning and achievement. In summer 2021, the committee created the Kapi'olani Community College Outcomes and Assessment web page to improve access to and dialogue about Kapi'olani Community College's student learning outcomes. This site is a repository of information related to student learning outcomes, including rationale, procedures, resources, and examples from the course, program, and institutional level and minutes of their meetings ([IB1-01](#), [IB1-02](#)).

The Faculty Senate SLOA committee also coordinates various opportunities for the College to engage in dialogue related to assessment, including Lunch & Learning Outcomes "talk story" sessions ([IB1-03](#)) and an annual assessment day, called A'o Day. A'o Day provides faculty, staff, and administrators with the opportunity to have regularly-scheduled, cross-discipline conversations about assessment and to exchange teaching and counseling best practices that will enhance student learning ([IB1-04](#)).

The Counseling and Academic Advising Council (CAAC) includes all counselors at the institution, regardless of organizational structure. The CAAC participates in systematic and regular dialogue and evaluation of student outcomes through their coordinated assessment for counselors and advisors. The counselors gather to discuss, evaluate, and make improvements to student outcomes regularly, annually, and at the end of each assessment cycle. The cycle, formerly three years and now five years, includes a "black out" year in which the entire cycle is reviewed to ensure that outcomes remain relevant and applicable to student learning ([IB1-05](#)).

As a follow up to the Quality Focus Essay (QFE) from the last accreditation cycle, the institution has engaged in dialogue related to development and implementation of an Institutional Assessment Plan ([IB1-06](#)). Between September 2021 and April 2023, there was continued dialogue between the SLOA committee, administration, and all the Authorized Governance Organizations, including feedback provided in a town hall in January 2022 ([IB1-07](#), [IB1-08](#)). As a result, a faculty member was appointed to this position by the current chancellor in May 2023 ([IB1-09](#)).

### **Student Equity**

The College sustains collegial dialogue about student equity among student, faculty, staff, and administration through meetings, initiatives, events, and grants.

The College has a Basic Needs Committee that engages in discussion about how the College can support basic student needs ([IB1-10](#), [IB1-11](#)). This discussion led to the creation of the Pohukaina Food Pantry at the College ([IB1-12](#)). The UH SEED Office offers grants for projects to promote equity, excellence, and diversity ([IB1-13](#), [IB1-14](#)); the 2020 report includes three awards to Kapi'olani CC.

As an indigenous-serving institution, Kapi'olani Community College is committed to student equity, especially for underserved populations such as Native Hawaiian and Pacific Islanders. There are many examples of the College's commitment to these students, including the institutionalized Kapo'oloku Program for Native Hawaiian Student Success ([IA3-04](#)). Other programs such as Title III programs, the Lunalilo Program, the Native Hawaiian career and technical program Kūlia ma Kapi'olani, and more recently the Asian and Pacific Islander (APIA) project, exhibit the College's commitment to equity.

The College was awarded a \$75,000 grant to participate in the the University of Southern California Race and Equity Center's Takeoff: Institutional Innovations for College Men of Color project. The grant assists community colleges nationwide that are advancing initiatives to support men of color on their campuses ([IB1-15](#)).

Other examples of substantive dialogue related to student equity include the Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQ+) safe zone training program and events ([IB1-16](#), [IB1-17](#)) and Title IX training and other events related to gender equity ([IB1-18](#), [IB1-19](#), [IB1-20](#)).

The high cost of textbooks prevents some students from purchasing these required materials and this negatively impacts their success in college. The Open Educational Resources (OER) movement works to eliminate this barrier. The College supports dialogue and initiatives to develop OER ([IB1-21](#)) and the use of library-purchased resources to reduce textbook costs for students, and zero-cost textbook courses are clearly identified in the schedule of classes. One faculty member initiated and led the successful development of an OER textbook for Human Anatomy and Physiology. The book was a collaborative effort from faculty across the UH system and is contextualized to reflect the local culture ([IB1-22](#), [IB1-23](#)).

### **Academic Quality and Institutional Effectiveness**

Institutional dialogue about academic quality and institutional effectiveness is supported by the data, research, and evidence generated by the Office for Institutional Effectiveness (OFIE). This information is regularly updated and made available on their website, which provides access to annual program reviews (ARPDs), action plans for continuous improvement, and reports on institutional effectiveness measures such as enrollment, degrees, transfer rates, course completion as well as Community College Survey of Student Engagement (CCSSE) reports ([IB1-24](#), [IB1-25](#)).

College leaders regularly discuss institutional effectiveness in meetings with each other and with their departments, units, and programs. In summer 2023, OFIE and campus administration held two "Metrics Meetup" gatherings of department chairs, unit heads, and program directors to discuss campus goals for the new strategic plan and brainstorm possible quantitative and qualitative metrics to measure the success of these goals ([IA2-14](#)). To kick off fall 2023, department chairs met with faculty during Ulana Makaloa week to further discuss department goals and activities in alignment with the Strategic Plan.

The College's Authorized Governance Organizations (Faculty Senate, Student Congress, Staff Council, and 'Aha Kalāualani Native Hawaiian Council) also engage in ongoing discussions related to institutional effectiveness and continuous improvement. In the fall of 2019, the Authorized Governance Organization (AGO) leaders, council chairs, and plan administrators met to share their goals and identify shared themes. Several collaborative opportunities were identified, discussed, and documented ([IB1-26](#)). AGOs survey their constituents and discuss and identify goals for improvement. See this Continuous Improvement Report from 'Aha Kalāualani as an example ([IB1-27](#)).

### **Continuous Improvement of Student Learning and Achievement**

The Kapi'olani Community College Integrated Planning for Student Success model (IPSS) outlines processes and documentation procedures for continuous improvements across the institution, including course, program, and institutional assessment as well as the evaluation and continuous improvement of our Authorized Governance Organizations and institutional plans and policies. The College engages in ongoing dialogue related to continuous improvement as documented by the Continuous Improvement for Student Success web page ([IB1-28](#)). The College also provides resources to support analysis and reflection in continuous improvement for teaching and learning ([IB1-29](#)).

From 2016-2020, departments and programs created Student Success Pathway plans to document goals, strategies for improvement, outcomes assessment, data analysis, and reflection for continuous improvement ([IB1-30](#)). The former chancellor also created a Continuous Improvement Work Group to ensure the continuation of collegial dialogues to improve student learning and achievement and to support improvement initiatives ([IB1-31](#)). In December 2022, the former chancellor decided to transition away from Student Success Pathway plans in an effort to better align with the UH System Strategic Plan. She issued a memo to the Chancellor's Advisory Council implementing an assessment strategy that required all programs to submit annual implementation plans ([IB1-32](#)).

In fall 2023, the institution completed the 2023-29 Strategic Plan after nearly three years of development. Starting in 2020, there was a review and evaluation of our previous Strategic Plan, which focused on the Student Success Pathway framework. The 2019 Strategic Plan Summary ([IA2-11](#)) uncovered that the College was unable to measure a large fraction of the objectives. In order to develop a plan that was relevant to our community and responsive to the global pandemic and its effects, conscious efforts were made to collect voices from students, campus community members, and stakeholders, ensuring that the new strategic plan process was collaborative and participatory. Additionally, the previous IPSS model needed updating. The current 2023-2029 Strategic Plan integrates the core components of the previous IPSS model directly and continuous improvement remains foundational.

### **Analysis and Evaluation**

The College holds substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This regular dialogue includes plans for improvement when necessary.

### **I.B.2.**

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College defines and assesses student learning outcomes for all instructional programs and student and learning support services. Definitions of student learning outcomes for instructional programs are available in the college catalog ([IB2-01](#), [IB2-02](#)). Program student learning outcomes are also identified and assessed in the Annual Report of Program Data (ARPD) ([IB2-03](#), [IB2-04](#)).

Program outcomes are assessed to evaluate student achievement of intended outcomes and drive program improvements ([IA3-02](#), pp.9-12). Through the mapping of course SLOs to program SLOs, programs are able to collect data at the course level to inform program assessment ([IB2-05](#), [IB2-06](#)). In addition, capstone experiences and other assessment methods are used to assess students' achievement of the program SLOs. The alignment of course and program outcomes provides transparency for students to see how course content contributes to program outcomes, ensures that there are sufficient learning opportunities throughout a program to meet each program SLO, and allows programs to identify areas needing improvement. Standard IIA3 provides details regarding the established procedures of learning outcomes assessment for courses and programs.

Student and learning support services participate in Student Learning Outcomes (SLO) assessment. Like instructional programs, SLOs are identified, assessed, and reported in ARPDs. See the 2022 Library ARPD as an example ([IB2-07](#), pp.6-8). The counseling units also have robust practices for assessing outcomes, as described in detail in Standard IIC2. Additional SLO assessment for learning support services is described in Standard IIB3.

#### **Analysis and Evaluation**

The College has established student learning outcomes for all instructional programs, learning support services, and student support services and these outcomes are assessed on a regular basis to ensure quality and continuous improvement. This assessment is documented in the Annual Report of Program Data for instructional programs and student and learning support services.

### **I.B.3.**

**The institution establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and**

**publishes this information. (ER 11)**

### **Evidence of Meeting the Standard**

#### Institution-Set Standards (ISS)

Kapi'olani Community College uses a framework for student achievement set by the University of Hawai'i Community Colleges (UHCC) per UHCC Policy 4.203, Institution-Set Standards ([IB3-01](#)). This policy includes baseline Institution-Set Standards (ISS) and aspirational, or stretch goals, as determined by the UH and UH Community College Systems ([IB3-02](#)). The UHCC vice president for community colleges visits the College once a semester to report campus-specific outcomes related to the ISS ([IB3-03](#), [IA2-07](#)).

Standard 1 - Course Completion

Standard 2 - Degrees and Certificates Awarded

Standard 3 - Native Hawaiian Degrees and Certificates Awarded

Standard 4 - Pell Degrees and Certificates Awarded

Standard 5 - Transfers to Baccalaureate Institutions

Standard 6 - IPEDS Student Success Rate

Standard 7 - Licensure and Certification Examination Success Rate

Standard 8 - Job Placement Rate

The institution collects and reports on the standards through various mechanisms:

- Standards 1-5: Institutional Effectiveness Measures and ACCJC Annual Reports, sections 6-17 ([IB1-25](#), [IB3-04](#)).
- Standard 6: IPEDS Data Feedback Report, 2022 Figure 11. ([IB3-05](#)).
- Standards 7 and 8: ACCJC Annual Reports. Sections 18 and 19 ([IB3-04](#)).

The ISS and associated measures are aligned with our mission, particularly in its focus on Native Hawaiian degree attainment, transfer programs, and degree completion leading to job placement.

#### Institutional Effectiveness Measures (IEMS)

The College further assesses how it is achieving the standards and publishes the information on the Office of Institutional Effectiveness' website ([IB1-25](#)). The College's own Institutional Effectiveness Measures (IEMs) disaggregate other targeted populations such as Pacific Islander and Filipino in addition to Native Hawaiian and Pell Grant recipients, ISS standards 3 and 4 ([IB3-06](#)). Additionally, the IEMS are reported annually to ACCJC.

#### Annual Report of Program Data (ARPD)

Kapi'olani Community College annually reviews the attainment of institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students to assess its performance. The annual review prompts discussions on priorities and actions to achieve and

exceed institution-set standards at the program and institutional levels ([IB3-07](#), pp.4-10).

The ISS and stretch goals for the UH Community College System's Strategic Plan period of 2015-21 were determined in 2015 by calculating the average of the previous three-year outcomes, FY 13, FY 14, and FY 15, which were the height of our enrollment. As enrollment decreased, it became increasingly difficult to meet the ISS for certificate completion, degree awarded, and transfer, which are numeric measures directly tied to enrollment. The Chancellor directed efforts through the Student Success Plans to meet the ISS that were not met ([IB3-08](#)). In the past year, the UHCC System office developed new calculations for minimums and stretch goals to be applied from 2023 to address these unrealistic stretch goals ([IB3-09](#)). The calculations for the minimum or floor and target goals were revised to account for unrealistic and unattainable measures from previous years.

### **Analysis and Evaluation**

Kapi'olani Community College uses institution-set standards for student achievement for continuous improvement and assesses and publishes this information. The College has tracked, analyzed, and reported student achievement data for continuous improvement as demonstrated in the ACCJC annual reports and ARPD reports. The College has published this information on the College website.

#### **I.B.4.**

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College uses student learning outcomes assessment, annual program review, comprehensive program reviews and strategic planning to organize and implement institutional processes to support student learning and achievement.

#### Student Learning Assessment

Kapi'olani Community College's Course Learning Report (CLR) system ensures that data from student learning assessment informs decisions at the course, program, and institutional levels. Course Learning Reports connect assessment results to course improvements. This Course Learning Report for IS 161 identifies areas for improvement based on outcomes assessment data ([IB4-01](#)).

#### Annual Report of Program Data (ARPD)

Programs use student learning assessment data, institution-set standards (ISS), and institutional effectiveness measures (IEM) data for program improvement and resource allocation and document this in the Annual Report of Program Data (ARPD). The analysis of the results of learning outcomes assessments is used to identify needed improvements to programs and inform academic planning for the institution as well as identify the resources needed to

implement the action items in the plan. See the Liberal Arts ARPD and the Library ARPD as examples of programs using outcomes assessment data to identify areas for improvement and make changes ([IA3-02](#), p.9-12, [IB2-07](#), pp.7-8).

### Strategic Planning

All levels of the institution devise strategic implementation plans aligned with the College, UHCC, and UH System directions to improve student learning and achievement. The plans are evaluated annually and improvements made ([IB4-02](#)). See IB1 - Continuous Improvement of Student Learning and Achievement.

The College engages in a resource-allocation process for program improvement based on assessment data known as PAIR (Planning and Assessment Integrated with Resource Allocation) ([IB1-28](#)). This process ensures that the allocation of resources is explicitly tied to data analysis leading to program improvement. Programs are asked to align Strategic Plan actions and encouraged to use assessment data at the course and/or program level to justify resource allocation-requests to improve student learning and achievement.

### **Analysis and Evaluation**

The College uses assessment data to identify areas for improvement to support student learning and achievement. Institutional processes, such as program review, strategic planning, and resource allocation are implemented to support student learning and achievement.

### ***Institutional Effectiveness***

#### **I.B.5.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College assesses accomplishment of its mission through regular program review and evaluation of goals and objectives, student learning outcomes, and student achievement through the Annual Report of Program Data (ARPD) ([IB3-07](#), [IB5-01](#)). These reports include ISS data, disaggregated data, an analysis of program data, student learning outcomes assessment, and identify resource needs and an action plan for improvements. Qualitative analyses require that the program, area, or unit reflect on how its previous year's action plan and current action plan align with the College mission and Strategic Plan goals. Programs also submit a Comprehensive Program Review (CPR) every five years ([IB1-24](#), [IB5-02](#), [IB5-03](#)).

The College also assesses the accomplishment of its mission through the evaluation of its

Strategic Plan goals and institution-set standards as discussed in Standard I.B.3. Continuous Improvement drives review and evaluation for the College at all levels. The previous Student Success Pathway Dashboard tracks continuous improvement for all Authorized Governance Organizations (AGOs), councils, plans, and departments in terms of goals and action plans to improve student success and to address the performance measures and outcomes in the College's 2015-21 Strategic Plan ([IB5-04](#)).

The College's 2023-29 Strategic Plan integrated goal setting and collection of qualitative and quantitative data into its implementation plans. Programs, units, departments, AGOs, and the Executive Leadership Team (ELT) are expected to devise relevant plans and measurable goals, which align with the Strategic Plan directions, campus values, mission, and vision.

#### Role of Program Review in Planning and Budgeting

The College has an integrated planning and budgeting process that collects input from all campus levels. The program review process starts at the program, unit or department level when faculty and staff review and evaluate data metrics and other assessment information. They collaborate on an analysis and evaluation of the data in order to make recommendations for improvement. If faculty and staff determine a need for additional resources, they articulate their requests through the ARPD, CLR, and budget request forms.

Planning and budgeting documents include the following items:

- Annual Report of Program Data (ARPD). Each academic program, educational unit, and support area annually completes a program review. The ARPD is the central planning document for the campus.
- Resource Budget Request. Each program, unit or department annually completes the template to request resources.
- Comprehensive Program Review (CPR). Every five years, each program, unit or department completes a CPR.

#### Annual Report of Program Data (ARPD)

Each program, unit or department annually completes an ARPD and submits it to their administrator and the Office of the Vice President of Community Colleges (OVPC). The ARPD template requires the following fields of information:

Program/Area/Unit Description

Part I. Quantitative Indicators

Part II. Analysis of Program/Area/Unit

Part III. Action Plan

Part IV. Resource Implications

Program/Area/Unit Outcomes and Assessment ([IB3-07](#), [IB5-01](#))

The ARPD template includes a section of achievement data for programs, units, and areas based on quantitative indicators for demand, efficiency, and effectiveness. Each program, unit or department is expected to analyze the quantitative data by providing qualitative written analysis in Part II of the template. Part III requires a written narrative identifying the action

plans that will be pursued in the next year. Part IV requires a brief summary of the resources needed to implement these action plans.

#### Budget Request Form

Each program, unit or department completes a budget request form, annually between May and June listing resource needs ([IA3-12](#)). Each program, unit or department head collects and submits the requests to the vice chancellor for administrative services (VCAS) and the College fiscal manager. Budget requests are reviewed and allocations communicated to the College in the subsequent fall semester. Reviews ensure that new budget requests are aligned with ARPD and Strategic Plan actions and outcomes.

#### Comprehensive Program Review (CPR)

Each program, unit or department completes a CPR at least once every five years ([IB1-24](#)). The CPR identifies long-term goals that can be used to direct efforts and create action plans. This requirement ensures that the College meets UHCCP 5.202, Review of Established Programs ([IB5-05](#)). A program, unit or department that completes a CPR does not complete an additional ARPD, as ARPD elements are included in the CPR. The College reviews all CPRs, which provide information on how well each program, unit or department is meeting the College mission and Strategic Plan.

#### Use of Disaggregated Data by Program Type and Delivery Mode

The OVPCC disaggregates data for each program's ARPD by major for Native Hawaiian students, full-time students, and part-time students; by enrollment trends; by persistence, success, and retention rates; by degrees and certificates awarded; and by delivery mode. Program faculty analyze these factors in the ARPD. To expand on quantitative data, faculty and staff analyze and discuss relevant information for each program. The OFIE provides other campus qualitative feedback to faculty and staff during the ARPD process so they can make modifications before final submission.

If applicable, the ARPD can include data on DE, Perkins funding, and performance funding. In addition, the ARPD integrates assessment of PLOs. Through the ARPD, faculty and staff use disaggregated data to analyze a program, develop an action plan to implement modifications, and request resources to make improvements.

In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission. A more detailed discussion about the use of disaggregated data is in Standard I.B.6., Analysis and Evaluation.

#### **Analysis and Evaluation**

The ARPD is the main planning and assessment document used to assess accomplishment of the College mission. Each program, unit or department completes the ARPD, which includes program review and evaluation of goals and objectives, learning outcomes, and student achievement data. Each program's ARPD, where applicable, is disaggregated by major for

Native Hawaiian, full-time, and part-time students; enrollment trends; persistence, success, and retention rates; degrees and certificates awarded; delivery mode, Perkins funding; and performance funding. In addition to the ARPD, the College uses longitudinal student achievement data to assess how well it fulfills its mission.

#### **I.B.6.**

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

#### **Evidence of Meeting the Standard**

Consistent with its mission and status as a Native Hawaiian serving institution, and committed to improving the educational and economic outcomes of its Native Hawaiian and low-income students, Kapi'olani Community College disaggregates and analyzes achievement data for the following subpopulations of students: Native Hawaiian, Pacific Islander, Filipino, and Pell Grant recipients.

Tracking data can be found on the Institutional Effectiveness Measures (IEMs) web page of the Office for Institutional Effectiveness ([IB1-25](#)), as well as the performance-funding metrics of the Institution-Set Standards ([IB6-01](#)). The Annual Review of Program Data (ARPD) provides student-success data for the previous three years ([IB3-07](#)), while the Comprehensive Program Reviews (CPR) evaluate trends over a five-year period. For example, the Natural Sciences CPR ([IB6-02](#), p.12) analyzed the trend of Native Hawaiian Student enrollment in the program.

Based on targeted data collection of learning outcomes, the College has developed a series of interventions designed to increase success and achievement within specific subpopulations of students for which performance gaps were identified. Some of the ways in which the College has used data collection and analysis to inform the continuous improvement of these endeavors include:

- Kapo'oloku Program for Native Hawaiian Student Success: This program conducts student-learning assessment annually through the Counseling and Academic Advising Council (CAAC) coordinated framework ([IB1-05](#)), contributing to program changes and improvements. In 2019-20, the program assessed students' competency in "identifying a goal and creating a plan" ([IB6-03](#)). Based on the data, the program determined that its strategy for supporting learning for this outcome was effective. The program is now working on strategies to help students evaluate their plans and make adjustments, if relevant, to further support their own growth and development ([IA3-04](#)).
- IS108 - Foundation for College Success: IS108 is a course which helps prepare students for college by helping them explore their own strengths and gifts, understand how to work best with others, communicate effectively, and learn about Queen Kapi'olani's

legacy and the area surrounding Lē‘ahi (Diamond Head), where the College is located. Two of the 10 outcomes for IS108 were assessed in 2019-20. The analysis revealed that more than 50 percent of students were “emerging” or “competent,” but that the 30 percent benchmark for students being “competent” was not met. This result prompted rich discussion between all instructors who were able to make substantive improvements to their instruction and assignments ([IB6-04](#), [IB6-05](#)).

- **The Study Hub:** A campus-wide peer-tutoring program is an integral program of Lamakū Learning Center and part of the Library and Learning Resources (LLR) unit. The Study Hub offers individual peer assistance in math and writing, as well as subject areas tutored by faculty/student/community volunteers. Every year the Lamakū Learning Center/Study Hub coordinator assesses the program SLO: *Students who receive tutoring should pass their tutored course (C or better)* to see if students meet the benchmark of 75 percent. To increase success/pass rates of students who receive tutoring, the Lamakū Learning Center/Study Hub coordinator has: (a) developed extensive tutor training to increase and ensure the quality of tutoring services; and, (b) implemented online tutoring to meet the academic support needs of both online and in-person students during the COVID-19 pandemic. The Study Hub collects and analyzes disaggregated data for underrepresented students and makes programmatic improvements for this specific SLO ([IB6-06](#), [IB6-07](#)).

### **Analysis and Evaluation**

The College disaggregates achievement data for subpopulations of students and, when identifying performance gaps, it implements strategies to mitigate those gaps and evaluate the efficacy of those strategies.

#### **I.B.7.**

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

#### **Evidence of Meeting the Standard**

To ensure that the College regularly evaluates its practices across all areas of the institution, Kapi‘olani CC developed and implemented the Continuous Improvement Plan in 2019 ([IB7-01](#)). The plan provides a clear, meaningful, and consistent approach to targeted data collection, data analysis, reflection, and goal setting. The process outlined in the plan guides the College’s evaluation of progress towards its goals and informs its plans for the future. What began as a series of surveys and reports was integrated into the already-established Student Success Pathway plans.

The Continuous Improvement and Student Success Plan dashboard ([IB5-04](#)) includes a section

to assess the results of interventions for program and institutional improvement. The dashboard displays continuous improvement toward student success across Authorized Governance Organizations (AGOs), councils, plans, and departments. Assessment results are then utilized to inform subsequent planning on the program and institutional levels.

The College evaluates its instructional programs and student support services through Annual Reports of Program Data (ARPD), which are undertaken annually, and Comprehensive Program Reviews (CPR), which are undertaken every five years ([IA2-20](#), [IB6-02](#), [IB2-07](#)).

To ensure that the College regularly evaluates its policies across all areas of the institution, policy K1.100 (Policy on the Policy Development Process) ensures that campus policies are reviewed every five years ([IB7-02](#), p.4). In spring 2022, a task force was created to lead the review of K1.100. The updated policy was approved by the CAC in December 2022 ([IB7-03](#)). A schedule for policy review is available on the Continuous Improvement for Student Success web page ([IB1-28](#)).

Recent examples of policy review and evaluation include:

- The Curriculum Review Policy (K5.201) was reviewed and revised by the Faculty Senate Curriculum Committee and approved by the Faculty Senate. The policy was then reviewed and vetted by the Chancellor’s Advisory Council (CAC) and approved on November 9, 2021 ([IB7-04](#)).
- The Planning and Assessment Integration with Resources (PAIR) Policy (KOP 1.111) ([IA3-10](#)) was revised based on recommendations of the PAIR Task Force (created on September 14, 2022), which requested that four key changes to the policy be endorsed by the CAC to ensure that essential principles were defined ([IB7-05](#)). The revised policy was approved by the CAC on May 10, 2022 ([IB7-06](#)).
- The Shared Governance: Policy K1.201 was reviewed and approved by the Chancellor’s Advisory Council on May 9, 2023 ([IB7-07](#)).

### **Analysis and Evaluation**

Through Continuous Improvement reports, Annual Reports of Program Data, Comprehensive Program Reviews, and policy reviews, the College regularly evaluates its policies and practices across all areas of the institution. The College’s Continuous Improvement Plan serves to guide the College in this effort. The administration, with the College’s input, plans to review and update the Continuous Improvement Plan as the Strategic Plan implementation process moves forward.

#### **I.B.8.**

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

### **Evidence of Meeting the Standard**

The Continuous Improvement website is designed to make continuous improvement a transparent process for the College and its stakeholders ([IB1-28](#)). The College maintains a commitment to continuous improvement through the Student Learning Outcomes assessment, Annual Program Review, Comprehensive Program Reviews, and Strategic Planning.

From 2016 to 2022, the Student Success Pathway Plan included timelines and tracking ([IB8-01](#)), as well as guiding documents and CI reports for AGOs, Councils and Plans ([IB8-02](#)). These documents served as the mechanism to collect, review, evaluate, and communicate to the campus. Currently, the College has incorporated continuous improvement into the Strategic Planning process, where goals, strengths, and weaknesses will be assessed, communicated, and discussed.

#### Communication of Student Learning Outcome Assessment

Course Learning Reports (CLR) track student learning outcomes assessment on the course, program, and institutional level for academic student success. The Course Learning Assessment Team Drive (PAPAYA), serves as an archive of CLRs, LASRs, and reports ([IB8-03](#)).

The Faculty Senate Student Learning Outcomes Assessment (SLOA) committee coordinates A'ō Day, an annual day for faculty, staff, and administrators to meet to share and discuss student learning, teaching, assessment, and support services that enhance our students' overall experience at Kapi'olani Community College ([IB1-04](#)).

#### Communication of College Effectiveness Measures and Performance

Progress reports regarding system-wide effectiveness measures and performance goals are communicated to campus constituencies through regular presentations and reports from the vice president of the UHCC System, who visits the College each semester. Reports are archived on the OFIE web page ([IB8-04](#)).

#### Communication of Program Review

Results of program-level evaluations are analyzed and published in the Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR) reports, which are available online for the College and community to review. The reports include student achievement data, assessment data, and analysis. ARPDs are published on the UHCC ARPD website ([IB8-05](#)) and CPRs are published on the College's website ([IB5-05](#)).

### **Analysis and Evaluation**

The College's assessment and evaluation activities are broadly communicated to the College via the College website, reports, and presentations. The formalized Continuous Improvement Plan and process provided a way to document and track continuous improvement across many existing mechanisms. While the effort of integrating continuous improvement continues to be at the center of our work, the CI framework resulted in some redundancy in

the reporting process. The College is now engaging in efforts to streamline the reporting and documentation of continuous improvement. Through this evaluation and the development of the 2023-2029 Strategic Plan, the need for eliminating redundancies was apparent. The College is now engaging in discussions to streamline reporting and documentation of continuous improvement.

#### **I.B.9.**

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

#### **Evidence of Meeting the Standard**

In 2019, Kapi'olani Community College developed an Integrated Planning for Student Success (IPSS) Model. The model aligns the values, vision, mission, the chancellor's priorities, UH System strategic imperatives, and the College's Strategic Plan with a process for data-informed decision making for continuous improvement ([IB9-01](#)). The process, as outlined in the Continuous Improvement Plan, provides for a clear, meaningful, and consistent approach to targeted data collection, data analysis, reflection, and goal setting ([IB7-01](#)). The process is designed to ensure that planning, evaluation, and decision making across the institution is continuous, broad based, systematic, and informed by relevant data. The continuous-improvement process is designed to guide planning and decision making across four institutional sectors:

1. Organizational Effectiveness: Describes how the organization works as a system with the participation of the Authorized Governance Organizations (AGOs) and the College's operational councils.
2. Planning Effectiveness: Reviews how well the College sets goals and implements plans on an annual and multi-year basis.
3. Policy Effectiveness: A review of campus policies when required by Board of Regent, UH System or UH Community College policies such as K 5.202 (Review of Established Programs), or, if necessary, to codify processes specific to the College.
4. Instructional Effectiveness: The assessment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), and Service Area Outcomes (SAOs). While outcomes assessment is ongoing, reporting occurs on varying cycles.

In order to make continuous improvement a transparent process, the College developed the Continuous Improvement for Student Success website. This website provides an overview of the

College's Integrated Planning for Student Success (IPSS) model and highlights key processes for continuous improvement ([IB1-28](#)). To promote continuous improvement across campus processes, a conscious effort was made to collect and communicate this information on the website. The following processes and dashboards were highlighted:

- Continuous Improvement and Student Success Plan Dashboard (SSP): The dashboard displays data for continuous improvement toward student success across Authorized Governance Organizations (AGOs), councils, plans, and departments. Assessment results are utilized to inform subsequent planning on the program and institutional levels. Goals and action plans are developed to improve student success and to address the performance measures and outcomes ([IB5-04](#)).
- Continuous Improvement for Course Learning Reports (CLR): Course Learning Reports list student learning outcomes, assessment strategies, resources needed, and benchmarks by which performance is measured. The CLRs also include curricular alignment, showing how the course student learning outcomes align with general education, program, and institutional learning outcomes ([IB4-01](#)).
- Continuous Improvement for the Annual Report of Program Data (ARPD): The ARPD includes an analysis of data on key measures of demand, efficiency, and effectiveness. Also included are program/mission description, analysis of quantitative indicators, SLO assessment, action plans for improvement, and resource implications. Its annual data gets summarized in the multi-year Comprehensive Program Review (CLR) ([IB9-02](#), [IB9-03](#), [IB9-04](#)).
- Planning and Assessment Integration with Resource Allocation (PAIR): The PAIR process is a multilayered review of the budget and includes requests for resources based on data from CLRs, SSPs, and/or ARPDs. Program units and department heads are required to submit resource requests annually through the Budget Request Form. Requests are made for the upcoming fiscal year, as well as a five-year projection of resource needs. PAIR also includes a process for programs to request discretionary funding beyond annual budget needs. Requests must be tied to strategic planning or other program reviews for consideration (Strategic Plan, ARPD, CPR, etc.). This process is initiated at the program or unit level. Requests are collected by the department chair, unit head, or program coordinator, who is then asked to assess requests by priority ([IB9-05](#)). Allocation Request Form (ARF) requests undergo a participatory review process where each request is prioritized according to its alignment with strategic objectives ([IB9-06](#)). These procedures are currently under review by the new vice chancellor of administrative services and may be updated. See III.D.1.

### **Analysis and Evaluation**

The Integrated Planning for Student Success (IPSS) model is a comprehensive process of program review, planning, and resource allocation that leads to accomplishment of its mission

and improvement of institutional effectiveness and academic quality.

In 2021, the IPSS model was applied in an institutional evaluation process. Higher Education Emergency Relief Funds (HEERF), Student Success Plans and Student Learning Outcomes assessment were evaluated ([IB9-07](#)). Through this evaluation, it was apparent that there were areas needing improvement, such as planning on the institutional level and connection to Strategic Plan. The review also revealed the complexity of the IPSS and the Continuous Improvement Plan which resulted in incomplete dashboards and redundancy in reporting. As a result, the College will undergo a review of the Continuous Improvement Plan, which expires in 2024. Additionally, the development of the 2023-29 Strategic Plan addresses planning at all levels, including the new Executive Leadership Team (ELT), Authorized Governance Organizations (AGOs), and a timeline to promote accountability and transparency ([IA2-13](#)).

**Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

Kapi’olani Community College assures academic quality and institutional effectiveness by engaging in ongoing dialogue about equity, institutional effectiveness, and continuous improvement of student learning and achievement. The College evaluates institutional effectiveness by assessing its achievement of institutional-set standards, assessment data, program review and reviewing policies and practices across the institution. Kapi’olani CC engages in continuous evaluation and planning and communicates the results of its assessment and evaluation activities to the College.

The College is currently improving institutional planning by updating its Continuous Improvement Plan and transitioning away from various Student Success Pathway and Continuous Improvement dashboards. The College is engaging in discussions to streamline reporting and documentation of continuous improvement.

**Improvement Plan**

Standards	Change or Plan	Person(s) Responsible	Timeline	Expected Outcome
IB7, IB8, IB9	Ensure that the College has a clear and realistic plan for continuous improvement of institutional planning, program review, and assessment integrated with resource allocation.	Executive Director of Strategy	Fall 2024 - Spring 2025	Update the Kapi’olani CC Continuous Improvement Plan to reflect current efforts and streamline reporting and documentation.

**Evidence List**

- [IB1-01](#) Faculty Senate SLOA Outcomes and Assessment website
- [IB1-02](#) Faculty Senate SLOA Committee Website

<a href="#">IB1-03</a>	Lunch & Learning Outcomes Talk Story
<a href="#">IB1-04</a>	A'ō Day Schedule, 02-24-2023
<a href="#">IB1-05</a>	Counseling SLOs, 2024-2029
<a href="#">IB1-06</a>	Institutional Assessment Plan, 12-27-2022
<a href="#">IB1-07</a>	Assessment Plan Timeline and Townhall Feedback
<a href="#">IB1-08</a>	Response to Feedback and Updated Plan Memorandum
<a href="#">IB1-09</a>	New Appointments Email Announcement
<a href="#">IB1-10</a>	Basic Needs Master Plan
<a href="#">IB1-11</a>	Basic Needs Committee Notes
<a href="#">IB1-12</a>	Pohukaina Food Pantry Flyer
<a href="#">IB1-13</a>	SEED Grant Announcement
<a href="#">IB1-14</a>	SEED IDEAS Summary Report 2020
<a href="#">IB1-15</a>	UH News, "\$75K to support men of color at Kapi'olani CC"
<a href="#">IB1-16</a>	LGBTQ+ Commission Safe Zone Training
<a href="#">IB1-17</a>	Kapi'ō News: "LGBTQ+ Party Celebrates KCC Communities and Allies"
<a href="#">IB1-18</a>	Events for Celebrating 50 Years of Title IX
<a href="#">IB1-19</a>	PAU Event
<a href="#">IB1-20</a>	Kapi'ō News, "KCC Introduces AAUW Pilot Program to Empower Women"
<a href="#">IB1-21</a>	News Bulletin OER Office Hours
<a href="#">IB1-22</a>	UH News, "Free online anatomy textbook to save students more than \$400K"
<a href="#">IB1-23</a>	Biology Course Zero Cost Textbook
<a href="#">IB1-24</a>	Program Review Website
<a href="#">IB1-25</a>	Institutional Effectiveness Measures Website
<a href="#">IB1-26</a>	CI + SSP Planning Follow Up with AGOs, Councils, Plans
<a href="#">IB1-27</a>	'Aha Kalāualani Continuous Improvement Report AY 2020-21
<a href="#">IB1-28</a>	Continuous Improvement for Student Success Website
<a href="#">IB1-29</a>	Continuous Improvement Resources - A'ō Website
<a href="#">IB1-30</a>	CI + SSP A.S. in Hospitality and Tourism
<a href="#">IB1-31</a>	Continuous Improvement Work Group Report AY 2020-21
<a href="#">IB1-32</a>	Transition from SSPs to Annual Implementation Plans Memorandum
<a href="#">IB2-01</a>	Course Catalog SLOs for A.S. Culinary Arts, Specialization in Pastry Arts
<a href="#">IB2-02</a>	Course Catalog Degree and Certificate Programs 2023-24
<a href="#">IB2-03</a>	ARPD A.S. Natural Science 2023
<a href="#">IB2-04</a>	ARPD Radiologic Technology 2023
<a href="#">IB2-05</a>	CLR ENG 100
<a href="#">IB2-06</a>	CLR HOST 280
<a href="#">IB2-07</a>	ARPD Library 2022
<a href="#">IB3-01</a>	UHCC Policy 4.203 Institution-Set Standards
<a href="#">IB3-02</a>	Standard Definitions and Targets
<a href="#">IB3-03</a>	UH Mail, Fall 2023 Campus Visit
<a href="#">IB3-04</a>	ACCJC Annual Report 2023
<a href="#">IB3-05</a>	IPEDS Data Feedback
<a href="#">IB3-06</a>	IEM Mid-Year Updates 2022-23
<a href="#">IB3-07</a>	ARPD Respiratory Care 2022
<a href="#">IB3-08</a>	Student Success Pathway 3.0 Memorandum

<a href="#">IB3-09</a>	UHCCP 4.203 A1 - Standards
<a href="#">IB4-01</a>	CLR IS161
<a href="#">IB4-02</a>	Strategic Plan Implementation Guide
<a href="#">IB5-01</a>	ARPD Physical Therapist Assistant 2022
<a href="#">IB5-02</a>	CPR Occupational Therapy 2016-19
<a href="#">IB5-03</a>	CPR Respiratory Care 2016-19
<a href="#">IB5-04</a>	SSP Dashboards: AGOs, Kapo'oloku Program, Radiologic Technology
<a href="#">IB5-05</a>	UHCC 5.202 Review of Established Programs
<a href="#">IB6-01</a>	ACCJC Annual Report 2022
<a href="#">IB6-02</a>	CPR Natural Sciences 2016-19
<a href="#">IB6-03</a>	CLR Kapo'oloku Program
<a href="#">IB6-04</a>	General Catalog IS108
<a href="#">IB6-05</a>	CLR IS 108
<a href="#">IB6-06</a>	Study Hub Website
<a href="#">IB6-07</a>	Tutoring SLO Assessment 2016-20
<a href="#">IB7-01</a>	Continuous Improvement Plan
<a href="#">IB7-02</a>	K1.100 Policy on Policy Development Process
<a href="#">IB7-03</a>	CAC Minutes 12-13-22
<a href="#">IB7-04</a>	K5.201 Curriculum Review Process and Guidelines
<a href="#">IB7-05</a>	PAIR Policy Feedback 12-17-2021
<a href="#">IB7-06</a>	CAC Minutes 05-10-2022
<a href="#">IB7-07</a>	CAC Minutes 05-09-2023
<a href="#">IB8-01</a>	CI + SSP Dashboard BLTCH
<a href="#">IB8-02</a>	SSP Dashboard AGOs
<a href="#">IB8-03</a>	PAPAYA Team Drive Screenshot
<a href="#">IB8-04</a>	Institutional Planning Website
<a href="#">IB8-05</a>	UHCC ARPD Website
<a href="#">IB9-01</a>	Integrated Planning Model
<a href="#">IB9-02</a>	ARPD Paralegal 2022
<a href="#">IB9-03</a>	ARPD New Media Arts 2020
<a href="#">IB9-04</a>	CPR New Media 2016-19
<a href="#">IB9-05</a>	Allocation Request Form Template
<a href="#">IB9-06</a>	Allocation Request Form Flowchart
<a href="#">IB9-07</a>	IPSS Practical Exemplars

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## I.C. Institutional Integrity

### I.C1.

**The institution assures the clarity, accuracy, and integrity of information provided to students**

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

### **Evidence of Meeting the Standard**

The College's website and course catalog provide clear and accurate information about its mission statement, learning outcomes, educational programs, and student support services. The College regularly reviews this information to assure clarity, accuracy, and integrity. The mission statement is prominently displayed on the College's website ([IA1-01](#)). Kapi'olani CC Policy K4.200 states that the College should "review and revise as needed the mission statement each six years in conjunction with the creation of the new strategic plan." ([IA4-02](#), p.2 item 4). The mission statement was most recently reviewed and revised by the College in 2022 (see I.A.4).

The online catalog includes information on the College mission, learning outcomes, educational programs and student support services. The catalog is reviewed by all campus organizations and programs and updated annually ([IC1-01](#), [IC1-02](#)). Per the Curriculum Review Policy (K5.201), the vice chancellor of academic affairs conducts a review of the catalog in January each year ([IB7-04](#), p.3). The catalog is published mid spring semester on the College's website and is accessible to the public.

The College's website is managed by the Center for Excellence in Learning, Teaching and Technology (CELTT) Web Group. The Web Group maintains an Authorized Web Content Stakeholder list and does an annual call for the published content to be reviewed for accuracy ([IC1-03](#), [IC1-04](#)). Anyone can request a website correction via the online form linked at the bottom of the website ([IC1-05](#)).

Current and accurate information on student achievement is available online via the College's Office of Institutional Effectiveness website ([IB1-25](#)), CTE program websites ([IC1-06](#), [IC1-07](#)), and the UH Institutional Research, Analysis and Planning Office website ([IA2-04](#)).

Student learning outcomes for course instructional programs are published in the college catalog ([IC1-08](#), [IB2-01](#)). The Kapi'olani CC Outcomes & Assessment website provides links to various resources regarding program, student, institutional, and course learning outcomes for the College ([IC1-09](#)).

The college maintains a public web page for accreditation with accurate information regarding its ACCJC accreditation status and reports ([IC1-10](#)). This web page is one click from the College's home page ([IC1-11](#)). The College's accreditation status can also be found in the catalog ([IC1-12](#)). The Program Accreditation web page lists up-to-date accreditation status for the College's CTE programs ([IC1-13](#)) and this information is also found on the web page for each program ([IC1-14](#)).

## Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations with a vested interest in the mission of the College through its written materials and publications and its online presence. The College provides accurate information to students, faculty, staff, and the public about its accreditation status with all of its accreditors, including ACCJC, through its website and catalog. Recent faculty concerns about the timeline of the catalog review have prompted an update of this process ([IC1-15](#)).

### I.C.2.

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

### Evidence of Meeting the Standard

Kapi‘olani CC provides an online catalog with precise, accurate, and current information on all facts, requirements, policies, and procedures. The online catalog is available on the College website and is annually updated with the latest version published mid spring semester in time for students to use as they register for fall classes. Current and previous College catalogs are downloadable and printable ([IC1-01](#)).

The catalog outlines requirements for admission, including the cost of education, such as student fees and other financial obligations. The catalog also includes requirements for degree and certificate attainment, graduation, and transfer. Lastly, the catalog provides an overview of the major policies affecting students.

Catalog Requirements: The following list of required information is included in the college catalog.

#### 1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution ([IC2-01](#)).
- Educational Mission ([IC2-02](#)).
- Representation of Accredited Status with ACCJC and Programmatic Accreditors, if any ([IC1-12](#)).
- Course, Program, and Degree Offerings ([IB2-02](#)).
- Student Learning Outcomes for Programs and Degrees ([IB2-02](#)).
- Academic Calendar and Program Length ([IC2-03](#), [IC2-04](#)).
- Academic Freedom Statement ([IC2-05](#)).
- Available Student Financial Aid ([IC2-06](#)).
- Available Learning Resources ([IC2-07](#)).
- Names and Degrees of Administrators and Faculty ([IC2-08](#)).

- Names of Governing Board Members ([IC2-08](#)).
2. Requirements
    - Admissions ([IC2-09](#)).
    - Student Tuition, Fees, and Other Financial Obligations ([IC2-10](#)).
    - Degrees, Certificates, Graduation, and Transfer Policies and Regulations ([IC2-11](#), [IC2-12](#), [IC2-13](#)).
  3. Major Policies and Procedures Affecting Students
    - Academic Regulations, including Academic Honesty ([IC2-14](#)).
    - Nondiscrimination ([IC2-15](#)).
    - Acceptance and Transfer of Credits ([IC2-16](#)).
    - Transcripts ([IC2-17](#)).
    - Grievance and Complaint Procedures ([IC2-18](#)).
    - Sexual Harassment ([IC2-19](#)).
    - Refund of Fees ([IC2-20](#)).
  4. Locations or Publications Where Other Policies May be Found
    - Policies and Plans ([IC2-21](#)).

### **Analysis and Evaluation**

The College provides an online catalog that is accessible to all. Information presented in the catalog is accurate and current in accordance with catalog requirements. The catalog is annually updated with the latest version published online mid spring semester.

### **I.C.3.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College communicates matters of academic quality to multiple constituencies, including current and prospective students, the public, as well as faculty and staff, by systematically publishing the results of student learning and achievement through multiple sources.

The College shares program review reports that are publicly available online. The Annual Report of Program Data (ARPD) for each program reports on program efficiency, licensure pass rates, results of student learning outcomes, degree and certificate completion data, and analysis. The reports are accessible to the public online ([IC3-01](#)). The Comprehensive Program Review (CPR) reports are also available online via the College's Office of Institutional Effectiveness website ([IB1-24](#)). These reports, completed by programs every five years, include assessment results, curriculum revision, analysis of program, action plan for continuous improvement, and budget implications.

The Continuous Improvement for Student Success web page links to the Course Learning

Reports (CLRs) ([IB1-28](#)). CLRs are reported and reviewed by programs annually. Completed on a five-year cycle, programs identify student learning outcomes, assess strategies used to meet benchmarks and/or desired program learning outcomes, and use the data collected to determine if resource allocation for program improvements is necessary.

Career technical education (CTE) programs maintain individual program web pages that list program outcomes, which include certification or licensure pass rates and job placement data ([IC3-02](#), [IC1-14](#), [IC3-03](#)).

The College's Campus Scorecard, available to the public at the UH Hawai'i Graduation Initiative website, provides data on key progress measures such as time and credits to degree and leading indicators that impact completion ([IC3-04](#)).

The College collects student achievement data on certificate and degree completion rates, persistence, completion, and transfer, and publishes the information on the Office for Institutional Effectiveness website ([IB1-25](#)).

### **Analysis and Evaluation**

The institution collects and analyzes assessment data on student achievement and student learning through ARPDs, CLRs, and specialized program licensure/certification reports. This information can be found on the College's website and is publicly available for internal and external stakeholders to access.

#### **I.C.4.**

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

#### **Evidence of Meeting the Standard**

The College's online general catalog clearly describes its certificates and degrees, including expected program learning outcomes. The catalog description for each program also includes course sequence, units or credit hours, and prerequisites ([IB2-02](#)).

The College's Programs of Study web page has an alphabetical listing of web pages for all programs and majors offered through Kapi'olani CC ([IC4-01](#)). Each program or major web page includes or links to certificate and/or degree requirements, course sequence, credit hours, prerequisites, program learning outcomes, and special admission requirements, if applicable ([IC4-02](#), [IC4-03](#)).

The STAR Guided Pathway System (GPS) helps students see what courses are needed to complete their desired degree or certificate and suggestions of course options are provided along with a suggested timeline of degree or certificate completion ([IC4-04](#)).

### **Analysis and Evaluation**

The College clearly describes its certificates and degrees in its catalog and website. Program descriptions include course sequence, credit hours, prerequisites, and special admission requirements if different from college admission requirements. STAR GPS provides students with a visual guide of course and program requirements needed to achieve degree or certificate completion.

#### **I.C.5.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College regularly reviews and evaluates its institutional policies, procedures, and publications to assure integrity and consistency of information. The College's K1.100 Policy on the Policy Development Process ([IB7-02](#)) documents the policy review process and states that policies should be reviewed every five years or sooner, if necessary. For each policy under review, a disappearing task force made up of representatives from the Authorized Governance Organizations is formed to review and recommend changes to the policy ([IC5-01](#)). The Chancellor's Advisory Council (CAC) reviews the recommendations and votes to approve policy and procedure updates ([IC5-02](#), [IC5-03](#)). The Policies & Plans web page ([IC2-21](#)) maintains links to Board of Regents policies (RP), Executive policies (EP), University of Hawai'i Community Colleges policies (UHCCP), and College policies (K).

The college catalog is reviewed annually by administrative, support, and instructional personnel to ensure accuracy and currency. Similarly, information on the College website is reviewed by relevant content managers. This process is described in Standard IC1.

### **Analysis and Evaluation**

The College regularly reviews and posts institutional policies, procedures, and publications to assure integrity and consistency of information on the College's Policies & Plans web page and the Faculty Senate website. The Policy on the Policy Development Process (K1.100) clearly defines the proposal, approval, and review processes for new and existing College policies. The CAC regularly reviews campus policies and procedures for currency and relevance.

#### **I.C.6.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College provides students with accurate information about the total cost

of attending the College. The Board of Regents (BOR) establishes tuition and fees through BOR Policy ([IC6-01](#)). The Tuition and Registration fees section of the College's catalog, as well as the College's website, describes the cost per credit hour for residents and non residents, student fees, and special professional program fees ([IC2-10](#), [IC6-02](#)). Professional program fees and other unique costs specific to the program may also be listed on admissions applications, self-advising forms, and/or program handbooks ([IC6-03](#), [IC6-04](#)).

A more complete picture of the total cost of attendance, including supplies, books, housing, etc., is updated annually by the Financial Aid office and is available online ([IC6-05](#)). The Financial Aid office also provides students with information and policies on financial aid, scholarship, and grant opportunities ([IC6-06](#)). The Kapi'olani CC Bookstore website provides students with access to textbook costs ([IC6-07](#)).

### **Analysis and Evaluation**

The College provides students with information about the total cost of attending the College, including tuition, fees, and other required expenses through the website and catalog. Along with the support of the Financial Aid office and counselors, students are notified of any changes to fees and other expenses in a timely manner. Policies upheld by the BOR ensure that tuition rates are fair and additional costs are justified.

### **I.C.7.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College follows the University of Hawai'i Community Colleges Statement on Professional Ethics for faculty, adopted in July 2006 and most recently reviewed in 2021 (UHCCP 5.211, [IC7-01](#)). The policy outlines the expectations for faculty responsibilities related to their professional conduct. Per UHCCP 5.211, all new faculty hires are to be provided a copy of the statement and it is also published online. In addition, the College's commitment to academic freedom for faculty and students is found in the college catalog ([IC7-02](#)). The University of Hawai'i includes its commitment to academic freedom and the open pursuit of knowledge in its collective bargaining agreement with the faculty ([IC7-03](#)).

### **Analysis and Evaluation**

The College promotes and upholds academic freedom and responsibility through its governing board policies, which are publicly available through the UH Community College's website, the College's catalog, and the faculty union contract. The College aims to foster an environment that encourages intellectual freedom for both faculty and students and supports the expression of

diverse perspectives and viewpoints.

#### **I.C.8.**

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity for administrators, faculty, and staff, and policies for students that promote appropriate behavior, academic honesty, and consequences for dishonesty. The College's policies are aligned with and supportive of policies set by the UH Board of Regents, the UH System, and the University of Hawai'i Community Colleges, all of which articulate the system's expectations for all constituencies. These policies, listed below, are available online:

##### UH System Policies

- UH Executive Policy 12.214: *Conflicts of Interest and Commitment* ([IC8-01](#)).
- UH Executive Policy EP 7.208: *Systemwide Student Conduct Code* ([IC8-02](#)).

##### Board of Regents Policies

- UH Board of Regents Policy 12.201: *Ethical Standards of Conduct* ([IC8-03](#)).

##### UHCC Policies

- UHCC Policy 5.211: *Statement on Professional Ethics (Faculty)* ([IC7-01](#)). The College includes this statement in its catalog ([IC7-02](#)).

##### Kapi'olani Community College Policies

- Kapi'olani CC Website, Student Conduct Code ([IC8-04](#)). The College also includes this statement in its catalog ([IC8-05](#)).

Controls are in place to discourage dishonesty. For example, the Testing Center uses multiple authentication procedures to verify the identity of the student taking a test, including a review of the student's ID card and, in the case of online tests, login authentication. The University of Hawai'i course management system, Lulima (Sakai), which hosts many of these online tests, requires authentication of student identity by user ID and password. Distance Education (DE) courses also authenticate student identity in Lulima or Google Suite tools by having students login with their user ID and password.

#### **Analysis and Evaluation**

The College has clear policies that emphasize academic honesty, integrity, and responsible behavior among students and faculty. These policies are clearly communicated to students, and

consequences for dishonesty are included. Additionally, the College has procedures in place to authenticate the identity of students in distance education courses.

#### **I.C.9.**

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

#### **Evidence of Meeting the Standard**

As stated in I.C.7. and I.C.8., the College and the University of Hawai'i System have policies in place to reinforce the practice of academic freedom and professionalism, framed in terms of ethical standards of conduct. These policies include the Board of Regents Policy for Ethical Standards of Conduct ([IC8-03](#)) and the UHCC Policy Statement on Professional Ethics ([IC7-01](#)). These ideas are reinforced in the faculty-focused collective bargaining agreement between the Board of Regents and the UH Professional Assembly (UHPA) ([IC9-01](#)).

#### **Analysis and Evaluation**

The College has set a clear expectation that faculty distinguish between personal conviction and professionally accepted views. Faculty are committed to evidence-based research, adherence to the standards of their respective fields, and engagement in critical thinking and inquiry. Conversations about critical thinking and learning also take place at the departmental level and in Faculty Senate discussions.

#### **I.C.10.**

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

#### **Evidence of Meeting the Standard**

As a public educational institution, the College is dedicated to being an open-access learning institution that respects the autonomy and diversity of its students, staff, faculty, and administrators. It upholds the principles of academic freedom, and does not seek to impose or endorse any specific beliefs or faith-based worldviews. The College follows the UH System Student Conduct Code ([IC8-02](#)) to ensure that "members of the University of Hawai'i (UH) community interact with each other in the pursuit of both academic excellence and social responsibility."

#### **Analysis and Evaluation**

The College is a public, open-access institution following state laws and UH System policies that cover codes of conduct for its employees as well as for students. As a public state-funded institution, the College does not prescribe specific beliefs or world views.

**I.C.11.**

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

The College does not operate in foreign locations.

**Analysis and Evaluation**

Not applicable.

**I.C.12.**

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

**Evidence of Meeting the Standard**

The College complies with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission. This compliance is best evidenced by the decades of timely submission of accreditation self-studies, responsiveness to accreditation concerns and recommendations, and positive accreditation reviews. The College's accreditation web page is easily accessible by the public and provides links to all submitted institutional self evaluation, follow up, annual, and midterm evaluation reports. This web page also solicits third-party comments for the upcoming peer review ([IC1-10](#)). Most recently, the College effectively responded to its two recommendations from the 2018 Institutional Self Evaluation Report in the 2020 Follow-Up Report ([IC12-01](#)) and submitted a Midterm Report in 2022.

**Analysis and Evaluation**

Kapi'olani Community College has made public all the required information pertaining to Eligibility Requirements, ACCJC Standards and policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes through the accreditation website. The College consistently meets reporting deadlines and has publicly disclosed the dates for the upcoming comprehensive peer review and has solicited third-party comments.

**I.C.13.**

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its**

## accredited status to the Commission, students, and the public. (ER 21)

### Evidence of Meeting the Standard

The College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. These external agencies include The Queen's Medical Center ([IC13-01](#)), Hawai'i Pacific Health ([IC13-02](#)), the City & County of Honolulu Emergency Services Department ([IC13-03](#)), and the State of Hawai'i Department of Transportation Airports Fire Department ([IC13-04](#)). In addition, the University of Hawai'i has a memorandum of agreement with the Hawai'i Department of Education ([IC13-05](#)) and the College has individual agreements with public schools for the Early College program ([IC13-06](#), [IC13-07](#)).

The College's accreditation status from other accrediting agencies for individual programs is located on the College website ([IC1-13](#)). The College describes itself in consistent terms to all of its accrediting agencies and is in good standing with these agencies, as demonstrated by letters to the College from their accrediting bodies. See examples from the Joint Review Committee on Education in Radiologic Technology ([IC13-08](#)) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ([IC13-09](#)). The College communicates any changes in its accredited status to the Commission, students, and the public.

### Analysis and Evaluation

The College continues to advocate and demonstrate honesty and integrity in its relationships with external agencies, including compliance with all state and federal regulations and statutes. The College describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

## I.C.14.

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

### Evidence of Meeting the Standard

Kapi'olani Community College is committed to high quality education, student achievement, and student learning above all other objectives. According to Board of Regents Policy RP 12.201 regarding ethical standards of conduct, administrators, faculty, and staff shall adhere to strict ethical standards of conduct ([IC8-03](#)). Examples of violating this standard include falsification of data, plagiarism, breach of confidentiality, dishonesty in publications, deliberate violation of regulations, misappropriation of resources, utilizing one's official capacity to gain undue benefits for oneself or others, exploiting subordinates, including students, and failing to disclose and properly manage potential conflicts of interest.

According to UH Executive Policy 12.214, all employees sign conflict of interest statements annually ([IC8-01](#), [IC14-01](#)). Employees must disclose employment at non-college locations. The University of Hawai'i has an independently-elected Board of Regents, which only has oversight and directional authority. The administration of all policies is the responsibility of the chief executive officer, the president of the University of Hawai'i System, who also signs a conflict of interest disclosure each year. Similarly, the members of the Board of Regents and all University of Hawai'i System administrators sign a conflict of interest statement annually and report on their finances annually to the State Ethics Board.

### Analysis and Evaluation

The College is committed to high quality education, student achievement, and student learning above all other objectives. The College is a public, open-access institution, and discloses all financial and legal information through proper channels, and via transparent documentation. The College manages public funds through a well-established hierarchy of internal and external review. All fiscal activities are to meet the College mission and the legislative purpose of two-year institutions in the University of Hawai'i System.

### Conclusions on Standard I.C: Institutional Integrity

Kapi'olani Community College has clear policies and procedures that promote honesty, responsibility, and academic integrity. The College provides current, clear, and accurate information about the College to students and the public.

### Improvement Plan

Standard	Change or Plan	Person(s) Responsible	Timeline	Expected Outcome
IC1	Ensure that current and accurate information is provided to students and the public and is consistent in catalog and syllabi as determined by the updated curriculum in Quali Curriculum Management System.	Vice Chancellor of Academic Affairs	Fall 2024 - Spring 2025	Review policies and procedures (K5.201, UHCCP 5.300, 5.209, 5.301). Review and update the catalog and website review timeline and procedures.

### Evidence List

- [IC1-01](#) General Catalog Website
- [IC1-02](#) Email Draft of AY 2023-24 Catalog, Information, Policies and Regulations Section
- [IC1-03](#) Authorized Web Content Stakeholders Fall 2023
- [IC1-04](#) Email Review: Authorized Web Content Stakeholder List

<a href="#">IC1-05</a>	Website Corrections Web Form
<a href="#">IC1-06</a>	Medical Laboratory Technician Program Website
<a href="#">IC1-07</a>	Occupational Therapy Assistant Program Website
<a href="#">IC1-08</a>	General Catalog Biology
<a href="#">IC1-09</a>	General Outcomes Website
<a href="#">IC1-10</a>	Accreditation Website
<a href="#">IC1-11</a>	Homepage Website
<a href="#">IC1-12</a>	General Catalog 2023-24 Accreditation Status
<a href="#">IC1-13</a>	Program Accreditation Website
<a href="#">IC1-14</a>	Radiologic Technology Program website
<a href="#">IC1-15</a>	Catalog Review Timeline Memo
<a href="#">IC2-01</a>	General Catalog 2023-24 Table of Contents
<a href="#">IC2-02</a>	General Catalog 2023-24 Mission
<a href="#">IC2-03</a>	General Catalog 2023-24 Academic Calendar
<a href="#">IC2-04</a>	General Catalog 2023-24 Program Length Example
<a href="#">IC2-05</a>	General Catalog 2023-24 Academic Freedom Statement
<a href="#">IC2-06</a>	General Catalog 2023-24 Financial Aid
<a href="#">IC2-07</a>	General Catalog 2023-24 Learning Resources
<a href="#">IC2-08</a>	General Catalog 2023-24 Names and Degrees of Administrators and Faculty
<a href="#">IC2-09</a>	General Catalog 2023-24 Admissions
<a href="#">IC2-10</a>	General Catalog 2023-24 Student Tuition, Fees, and Other Financial Obligations
<a href="#">IC2-11</a>	General Catalog 2023-24 Degree and Certificate Programs
<a href="#">IC2-12</a>	General Catalog 2023-24 Graduation Requirements
<a href="#">IC2-13</a>	General Catalog 2023-24 Transfer Programs
<a href="#">IC2-14</a>	General Catalog 2023-24 Academic Regulations
<a href="#">IC2-15</a>	General Catalog 2023-24 University Policy on Nondiscrimination and Affirmative Action
<a href="#">IC2-16</a>	General Catalog 2023-24 Credits
<a href="#">IC2-17</a>	General Catalog 2023-24 Transcript Request
<a href="#">IC2-18</a>	General Catalog 2023-24 Academic Grievances
<a href="#">IC2-19</a>	General Catalog 2023-24 Policy on Sexual Harassment
<a href="#">IC2-20</a>	General Catalog 2023-24 Refund Policy
<a href="#">IC2-21</a>	Policies & Plans Website
<a href="#">IC3-01</a>	ARPD Website Nursing 2023
<a href="#">IC3-02</a>	Medical Laboratory Technician Program Website
<a href="#">IC3-03</a>	Program Effectiveness Data for Associate in Science, Radiologic Technology
<a href="#">IC3-04</a>	HGI Campus Completion Scorecard
<a href="#">IC4-01</a>	Programs of Study Website
<a href="#">IC4-02</a>	Accounting Program Website
<a href="#">IC4-03</a>	Registered Nurse Preparation Website
<a href="#">IC4-04</a>	STAR Guided Pathway Website
<a href="#">IC5-01</a>	K4.200 Task Force Charter
<a href="#">IC5-02</a>	CAC Voting Charter

<a href="#">IC5-03</a>	CAC Voting Policies Review Schedule
<a href="#">IC6-01</a>	Board of Regents Policies, Chapter 6 Tuition, Financial Assistance, and Fees
<a href="#">IC6-02</a>	Tuition and Fees Website
<a href="#">IC6-03</a>	Radiologic Technology Program Admissions and Advising
<a href="#">IC6-04</a>	Culinary Institute of the Pacific Student Handbook
<a href="#">IC6-05</a>	Cost and Attendance Website
<a href="#">IC6-06</a>	Financial Aid Website
<a href="#">IC6-07</a>	Bookstore Website
<a href="#">IC7-01</a>	UHCCP 5.211 Statement on Professional Ethics (Faculty)
<a href="#">IC7-02</a>	General Catalog Academic Freedom and Ethics
<a href="#">IC7-03</a>	UHPA Academic Freedom
<a href="#">IC8-01</a>	UH Executive Policy 12.214: Conflicts of Interest and Commitment
<a href="#">IC8-02</a>	UH Executive Policy EP 7.208: Systemwide Student Conduct Code
<a href="#">IC8-03</a>	UH Board of Regents Policy 12.201: Ethical Standards of Conduct
<a href="#">IC8-04</a>	Kapi'olani CC Website, Student Conduct Code
<a href="#">IC8-05</a>	General Catalog Student Conduct Code
<a href="#">IC9-01</a>	UHPA Article IV Faculty Responsibilities and Workload
<a href="#">IC12-01</a>	ACCJC Letter Reaffirming Accredited Status 2020
<a href="#">IC13-01</a>	Master Affiliation Agreement - Queen's Medical Center and Health Sciences
<a href="#">IC13-02</a>	Master Affiliation Agreement - University of Hawai'i and Hawai'i Pacific Health
<a href="#">IC13-03</a>	City and County of Honolulu Letter of Intent/Agreement - EMT Program
<a href="#">IC13-04</a>	State of Hawai'i Department of Transportation Letter of Intent/Agreement - EMT Program
<a href="#">IC13-05</a>	Memorandum of Agreement - University of Hawai'i and Department of Education
<a href="#">IC13-06</a>	Memorandum of Agreement - Kapi'olani Community College and Kaimukī High School
<a href="#">IC13-07</a>	Memorandum of Agreement - Kapi'olani Community College and Ke Kula Kaiapuni 'O Ānuenuē
<a href="#">IC13-08</a>	Radiologic Technology Program Accreditation Letter
<a href="#">IC13-09</a>	Medical Assistant Program Accreditation Letter
<a href="#">IC14-01</a>	Memorandum - Conflicts of Interest and Commitment Form

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# Standard II



**STUDENT LEARNING PROGRAMS  
AND SUPPORT SERVICES**

## 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

Kapi'olani Community College offers the well-established curriculum of a two-year institution, regardless of location or means of delivery ([IB2-02](#)). All instructional programs at the College are offered in fields of study consistent with its mission to "empower all learners to achieve their personal, educational, and career goals in a global community that promotes excellence, innovation, and diversity" ([IC2-02](#)). The courses and programs are proposed and approved in alignment with College and UH System policies ([IB7-04](#), [IIA1-01](#)). Academic soundness and appropriateness to both university-wide and campus missions are reviewed as part of the initial approval process and subsequent program review processes.

The College follows traditional program expectations including:

- All associate degrees are a minimum of 60 credits of college-level courses.
- Pre-professional associate degrees in Liberal Arts, Hawaiian Studies, and Natural Sciences are equivalent to the first two years of baccalaureate study ([IIA1-02](#)). These degrees are aligned and articulated with baccalaureate majors at the University of Hawai'i at Mānoa, University of Hawai'i West O'ahu, and the University of Hawai'i at Hilo, as well as other universities ([IC2-13](#)).
- Academic subject certificates in associate in arts degrees include transfer-level courses with a coherent focus of study ([IIA1-03](#)).

- Associate in science degree programs in career and technical education (CTE) prepare students for entry-level positions in the workforce in areas such as accounting, culinary arts, hospitality and tourism, information technology, paralegal, and nursing. In some cases, CTE associate degrees have baccalaureate transfer pathways. Program outcomes and curricula in CTE areas are presented to advisory boards for alignment with employers' needs ([IIA1-04](#), [IIA1-05](#)).
- 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 ([IIA1-06](#), [IIA1-07](#)).
- Pre-collegiate, foundation-skills courses are offered for second language learners and for those who enroll underprepared to produce collegiate-level work ([IIA1-08](#)).
- Continuing education workforce development programs award Credly Digital Badges to students who successfully complete all requirements.

Courses and programs have defined student learning outcomes (SLOs) that are consistent with the College's mission and are documented in the College's General Catalog ([IIA1-09](#), [IIA1-10](#)). Program outcomes are assessed on a regular basis and the results are documented in the Annual Reports of Program Data ([IIA1-11](#), [IA2-19](#), [IA3-02](#)). As stated in the course catalog, students must earn a cumulative grade point ratio of 2.0 to be in good academic standing and to be eligible to earn a degree or certificate ([IIA1-12](#)). See the Presentation of Student Achievement Data on p.13-18 for data on student degree/certificate completion, transfer, and job placement.

### **Analysis and Evaluation**

Courses and programs at Kapi'olani Community College are appropriate for post-secondary education and align with the College's mission. The degrees and certificates offered are listed in the College's general catalog with brief descriptions and student learning outcomes for each degree and certificate.

### **II.A.2.**

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

### **Evidence of Meeting the Standard**

The faculty at Kapi'olani Community College are responsible for ensuring that the content and methods of instructions for all credit courses and certificate and degree programs meet

accepted academic and professional standards and expectations. Faculty propose and review curriculum for all courses and programs.

Faculty strive to continuously improve instructional programs and courses to improve student success. The instructional design team created a website for instructional faculty to provide resources related to planning, facilitating, and continuously improving high-quality learning experiences ([IIA2-01](#)). At the course level, discipline faculty submit courses for review every five years using the the Kuali Student Curriculum Management System (KSCM). Prior to the submission, they review all relevant course information, analyze the results of SLO assessment and make relevant course changes as appropriate ([IIA2-02](#)). In addition to resources provided by the instructional design team ([IIA2-03](#)), the Faculty Senate Curriculum Committee provides training materials with guidelines and a checklist for faculty submitting their course and program proposals ([IIA2-04](#), [IIA2-05](#)).

The College's Policy *K5.201 Curriculum Review Guidelines and Timeline, Appendix D: Workflow for Levels of Review* outlines the process and persons responsible for curriculum development and review of all courses and programs, regardless of mode of delivery ([IIA2-06](#)). The Faculty Senate curriculum committee conducts a thorough review of curriculum ([IIA2-07](#), [IIA2-08](#)). Once the Curriculum Committee and the Faculty Senate approves curriculum, the appropriate program dean, the vice chancellor for academic affairs, and the chancellor also review and approve all curriculum submissions. Extensive feedback, as needed, is provided at each level of review.

At the program level, coordinators submit an Annual Report of Program Data (ARPD) ([IIA2-09](#), [IIA2-10](#)) annually and a Comprehensive Program Review (CPR) ([IB5-05](#)) every five years. These reports include an analysis of demand, efficiency, and effectiveness data indicators, student learning outcome assessment results, an action plan for improvement, and resource needs to support the program. Programs use data from course assessments, capstone experiences, and/or other evidence of program efficacy such as credentialing exam pass rates to assess the achievement of program outcomes. The analysis of these assessments informs changes to the program. For example, the 2019 Associate in Science in Natural Science (ASNS) ARPD ([IIA2-11](#), p.7) discusses plans for increasing the achievement of a research-related SLO, including the addition of more research-intensive course sections. The 2020 ASNS ARPD ([IIA2-12](#), p.9) discusses the results of the program's action plan, with three of the four actions implemented. The Radiologic Technology Program uses a combination of course assessment data and capstone experience data (including clinical skills evaluations and employer satisfaction surveys) to inform program improvements and develop appropriate action plans based on the results ([IIA2-10](#)).

To ensure that distance education classes meet expectations for effective DE teaching methods, the College piloted a DE Class Review process in AY 2021-22 where trained faculty collaborated with their colleagues with permission to review their online classes to assess meeting the federal regulatory requirements regarding distance education ([IIA2-13](#)). The Faculty Senate DE Committee created the Basic Requirements (BaRe) and Collaborative Reflective (CoRe) review rubrics to provide insight into best practices for teaching online as prescribed by the Policy on

Distance Education ([IIA2-14](#)). In addition, the aforementioned rubrics, and a clear statement on regular and substantive interactions, appears on the latest version of the Faculty Peer Evaluation Form Teaching Responsibilities for fully-online classes ([IIA2-15](#)).

### **Analysis and Evaluation**

Kapi'olani CC faculty are consistently engaged in the review and improvement of course and program curricula to meet academic and professional standards. The Faculty Senate Curriculum Committee systematically reviews course and program curriculum proposals. During course and program review, faculty review student achievement data and assess student learning outcomes to identify areas for improvement for courses and programs to ensure currency, improved strategies, and student success.

#### **II.A.3.**

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College identifies learning outcomes for courses, programs, certificates, and degrees in the Kuali Student Curriculum Management System (KSCM) and regularly assesses those learning outcomes. The institutional procedures for course-level assessment are described in the Guidelines for Course-Level Assessment ([IIA3-01](#)), while the procedures for program-level assessment are described in the the UHCC Policy 5.202 *Review of Established Programs* ([IIA3-02](#)) and the College's Policy K5.202 *Review of Established Programs* ([IIA3-03](#)).

Course and program learning outcomes are assessed at least once every five years and documented using the Course Learning Report ([IIA3-04](#), [IIA3-05](#)) and the Annual Report of Program Data ([IIA3-06](#)), respectively. The current procedures reflect an evolution in the process of documenting assessment efforts at the course level. In spring 2019, the SLO assessment (SLOA) committee with support from the Faculty Senate and the College's leadership implemented changes to improve the process ([IIA3-07](#)). Major changes to the documentation practices include phasing out of the Taskstream platform and adopting a Google Suite-based system that uses the Learning Assessment Schedule and Report (LASR) for tracking and scheduling the assessment efforts at the department level, and Course Learning Reports (CLRs) for documenting the assessment of student learning for each course ([IB2-05](#), [IIA3-08](#), [IIA3-09](#)). The course-level assessment documentation is housed in the campus-wide PAPAYA Google Drive ([IB2-03](#)) and program level assessment can be found on the website of the Office for Institutional Effectiveness (OFIE, [IB1-24](#)).

Course syllabi are created using the officially approved course outline, and include the course

description and learning outcomes. Learning outcomes for a course are the same whether it is taught online or in person. Through the syllabus template, faculty are prompted to use the approved course and program information on their syllabi ([IIA3-10](#)). Course coordinators and/or department chairs also ensure that syllabi SLOs match the course outline of record. Here are a few examples:

- ESL 100: Approved course outline with SLOs ([IIA3-11](#)), Course Learning Report ([IIA3-12](#)), and course syllabus with matching SLOs ([IIA3-13](#)).
- PHYL 141L: Approved course outline with SLOs ([IIA3-14](#)), Course Learning Report ([IIA3-15](#)), and course syllabus with matching SLOs - taught online ([IIA3-16](#)) and in person ([IIA3-17](#)).
- MLT 118: Approved course outline with SLOs ([IIA3-18](#)), Course Learning Report ([IIA3-19](#)), and course syllabus with matching SLOs ([IIA3-20](#)).
- Occupational Therapy Assistant Program: Approved program outline with SLOs ([IIA3-21](#)) and ARPD ([IIA3-22](#), see 3A. Results of Program Assessment, pp.8-9).
- Practical Nursing Program (Certificate of Achievement): Approved program outline with SLOs ([IIA3-23](#)) and ARPD ([IIA3-24](#), see section 3. *Program Student Learning Outcomes* for a summary of assessment, pp.5-25). Note: the 2022 ARPD does not reflect the slight update to the program SLO 4 when it was updated in KSCM for fall 2023.

The College also has an SLO outcomes and assessments web page that points to the College's institutional learning outcomes, general education outcomes, program learning outcomes, course learning outcomes, and assessment resources ([IIA3-25](#)).

### **Analysis and Evaluation**

The College has established procedures to identify learning outcomes for courses, programs, certificates, and degrees and regularly assesses their achievement. The student learning outcomes are approved through the curriculum process and documented in the approved course outline of record. These approved outcomes are listed in the College's General Catalog and on the syllabus of every course section offered and are regularly assessed to ensure continuous improvement and student achievement.

A new institutional assessment coordinator for the College was appointed in summer 2023 to support faculty in the process of learning outcomes assessment ([IIA3-26](#)). This individual is evaluating where support is most needed and has shared a plan to build consensus across entities to finalize and implement a broader Institutional Assessment Plan ([IIA3-27](#)).

Through the self-evaluation process, the college discovered that there was a lag and potential issue for misalignment between the approved course outcomes in the Quali Student Curriculum

Management System (KSCM), the catalog, and course syllabi. The discovery revealed that the timing of the catalog review made the updating of the catalog and subsequent syllabi inconsistent. This year, the Faculty Senate Curriculum Committee and the vice chancellor for academic affairs reviewed the process and proposed a revised timeline ([IC1-15](#)).

#### **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**

Kapi'olani Community College offers pre-collegiate curriculum in English and Math. UHCC Policy 5.300 ([IIA4-01](#)) and the General Catalog ([IIA4-02](#)) distinguish pre-collegiate level curriculum (not transferable to the baccalaureate level) from college curriculum through its required Course Numbering Convention. Courses numbered 1-99 are considered to be pre-collegiate.

Upon acceptance into the College, students are assessed in the areas of Math and English. Students are assessed through multiple measures and are placed into the appropriate Math or English level, ranging from pre-collegiate to college level course offerings ([IIA4-03](#)).

UHCC Policy 5.213 *Time to Degree: Co-requisite* provides guidelines and practices to help students succeed in college level courses through co-requisite models, thereby shortening the time to completion ([IIA4-04](#)). The policy recommends that students complete college level English and Math within their first 30 credits. In the co-requisite model offered by the College, students are encouraged to complete developmental and college level courses within one year if they were placed two levels below college requirements or within one semester if they were placed one level below college requirements. For example, students who place lower than English 100 are required to take English 100S concurrently with English 100 for additional support to complete the course ([IIA4-05](#)). The English and Math Co-Requisite programs are evaluated in the Annual Report of Program Data (ARPD) ([IIA4-06](#), [IIA4-07](#)).

The credit hours for co-requisite courses are determined in the same way as college level courses. Recommended course sequences are submitted as part of the program curriculum process and are reflected in the College's General Catalog. All programs that have English and Math requirements recommend that they be completed within the first 30 credits of the program. First Year Experience and academic counselors support students in registering for, or planning to take, the appropriate courses in the correct sequence, which is evidenced by their student learning outcome SLO 1d: SWIBAT register for courses applicable to their major and/or goals. Counselors use the STAR Guided Pathway System as a tool to both register and plan ([IIA4-08](#)).

The College also supports students to advance, shorten time to degree, and succeed in college level curriculum through academic tutoring services ([IB6-06](#), [IIA4-09](#)) and specialized support programs. Specialized programs offer ([IA3-04](#)) summer bridge courses and academic boot

campus to promote college readiness. Examples of summer bridges and bootcamps are:

- TRiO Student Support Services ([IIA4-10](#)) - Summer Bridge ENG 100 and 100S.
- Kūlia ma Kapi'olani Native Hawaiian Career and Technical Education Program - Math Bootcamp and Physiology 141 and 141L.
- First Year Experience - Physiology 141 and 141L and IS 120.
- Lunalilo Programs - IS 108 Foundation for College Success ([IIA4-11](#)).

The TRiO Student Support Services Summer Bridge program is an eight-week course based on the Accelerated Learning Program model (ALP). Students enroll in ENG 100 and the supplement course ENG 100S. The course is open to all students who are part of the TRiO program. See section IIIC for the TRiO program description. Students receive support from embedded tutors, a dedicated counselor who provides career and academic advising, access to technology if needed, and extracurricular activities to support their completion of the pre-collegiate and college-level course simultaneously. This program had a 92% success rate in retention and pre-pandemic re-enrollment, dropping to an average of 86% success post-pandemic. As the program reimplements many of its original approaches as well as new interventions, it anticipates the rates of success to increase to pre-pandemic levels.

### **Analysis and Evaluation**

The College distinguishes pre-collegiate from collegiate level curriculum and provides students with the necessary knowledge, skills, and support to progress to and complete the college level curriculum. The ARPD for the Math Co-Requisite program shows that this is an area that needs improvement. Faculty are currently analyzing the best way to move forward.

### **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**

UHCCP 5.203 *Program Credentials: Degrees and Certificates* ([IIA5-01](#)) ensures that all associate degrees at Kapi'olani Community College require a minimum of 60 credits. This system wide policy also ensures that all of the College's degrees and programs provide high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The policy also sets credit requirements for various certificates.

The General Catalog describes the number of credits required for degrees and certificates at the College ([IB2-02](#)). 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), 19 credits in three major diversification areas: Arts and Humanities

(6 credits); Natural Sciences (7 credits); and Social Sciences (6 credits); as well as 8 credits of Hawaiian or a second language. Furthermore, all two-year degrees include introductory-level courses numbered 100-199, which, in most cases, serve as prerequisites for 200-level courses, and allow students to develop their depth of knowledge in the disciplines. Associate in arts and associate in science degree programs are outlined by semester and scaffolded to ensure synthesis of learning occurs.

UHCC Policy 5.200 *General Education* ([IIA5-02](#)) ensures that all programs include a component of General Education. The College's Faculty Senate Curriculum Committee, in collaboration with department faculty, verify that all degree programs integrate a substantial component of general education that (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. See IIA12 for further discussion of general education at the College.

Students completing an associate in science in the career and technical education (CTE) disciplines will have demonstrated technical and professional competencies that meet employment and other applicable standards and will be prepared for external licensure and certification as appropriate to the area. Most of the College's career and technical education programs are accredited or endorsed by professional agencies. These professional organizations prescribe the length, breadth, and depth of degrees and programs to meet industry and professional standards.

CTE programs require at least one course that allows students to demonstrate mastery of the program learning outcomes and synthesize the learning they have attained in individual courses. This course is an internship, clinical placement, or practicum. In internships, students are placed in industry settings, where industry professionals assess and evaluate students' attainment of 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 onsite with students at all times. In other disciplines, students are in the workplace, guided by preceptors. In all instances, an industry professional evaluates the students' performance. This evaluation is a factor in determining the students' overall performance in that course.

In terms of rigor, the College's associate degrees and certificates require a cumulative 2.0 GPR (grade point ratio) or higher, in accordance with UHCC Policy 5.203. Degrees require that students must earn a "C" or higher in each major course required for the degree. Faculty evaluate student work for all degrees and certificates to confirm that course and program learning outcomes have been met. Semester credits or equivalent, course sequencing, and length/time requirements for each degree and certificate program are maintained in the College's curriculum management system (see IIA2) and are published in the College's General Catalog ([IB2-02](#)).

The College's curriculum development, review, and approval process, facilitated by the College's

Faculty Senate Curriculum Committee, 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, and administrators). This 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 examined (see IIA2 for details).

### **Analysis and Evaluation**

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. The College ensures that the minimum requirement for an associate degree is 60 semester credits or equivalent. All courses and programs are generated and implemented by faculty with expertise in relevant disciplines.

#### **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. The established curricula in the College's associate degree and certificate programs prescribe the optimal sequence of courses to promote timely completion. These sequences are programmed into the STAR Guided Pathway System ([IC4-04](#)) and are presented to students as they register.

Academic planning with counselors, academic advisors, and program directors assists students in following these pathways toward completion for a certificate and/or degree program. All students enrolled in programs in Health Sciences, Nursing, and Emergency Medical Services enroll full time and follow established sequences for each semester, which, for most programs, also includes summer.

While the courses in the arts and sciences programs are sequenced and programmed into the STAR Guided Pathway System, department chairs have flexibility in course offerings and the students have more flexibility in course-taking sequences. The department chairs in this unit rely on course-taking patterns from prior semesters and closely monitor enrollment during the registration period to adjust course offerings as needed. The department chairs and deans use the various sources of data such as the Class Availability web page ([IIA6-01](#)) and the STAR academic logic site to view enrollment data in real time to assess fill rates and registration patterns.

The Academic Affairs and Student Affairs units work together to assess patterns on how students choose courses, enrollment trends, and degree requirements ([IIA6-02](#)). Academic

advisors/counselors communicate with instructional programs to advise them on the courses and number of sections to offer to ensure that students progress toward timely completion.

The College has been responsive in scheduling courses to support students to complete degrees and certificates. Accelerated course sequencing is a feature of some language offerings. For example, students enrolled in Spanish have the option to complete a 101 and 102 sequence in the fall term, thereby completing their two-course associate in arts language requirement in one semester. Furthermore, different term lengths were created with term lengths ranging from five weeks to the typical 16 weeks. Students are able to select term lengths for certain courses, which promote degree completion in a timely manner.

To accommodate various students' different situations, the College offers in-person, hybrid, and online classes. For example, Math 103 (College Algebra) is a high-demand course taught online, in person, and hybrid ([IIA6-03](#)). Programs that attract working adults also offer evening classes (Accounting, Culinary, and Paralegal courses, for example). In addition to offerings in the regular fall and spring academic semesters, the College offers high-demand courses in two six-week summer sessions.

### **Analysis and Evaluation**

Kapi'olani Community College schedules classes based on student needs, allowing students to complete programs within a reasonable time.

#### **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**

The College's 2023-29 Strategic Plan ([IA2-13](#)) reflects the College's priorities, which includes the responsibility to Native Hawaiians and Hawai'i and meeting the needs of the local and global community by anticipating and responding to evolving global demands. The College has identified multiple target populations and created specialized support for these subpopulations. There are programs for Native Hawaiian and Pacific Islander students, high school students, working adults, veterans, and international students ([IA2-21](#), [IIA7-01](#), [IIA7-02](#)). More recently, there are even more targeted efforts, evidenced by the "Men of Color" project ([IB1-14](#)) and the APIA Data Voyage project ([IIA7-03](#)), which focus on disaggregation of subpopulations and their success. The College utilizes multiple delivery modes, teaching methods, and learning support services to provide equity in success for all students.

#### **Delivery Modes**

In support of the changing needs of our students, classes are offered in multiple modes of teaching and learning including in person, hybrid, and distance completely online. For

example, in spring 2023, of the total courses offered, 56% were online, 29% in person, and 15% hybrid. The College's Office for Institutional Effectiveness (OFIE) examined enrollment by modality, student course success by modality, and student preferences to evaluate the effectiveness of the delivery modes offered and help guide improvements ([IIA7-04](#), [IIA7-05](#), [IIA7-06](#)). The same course may be offered in person, online or as a hybrid course ([IIA7-07](#)), depending on the course and the needs of the students. For example, MATH 103 is taught in multiple formats ([IIA7-08](#)): Online ([IIA7-09](#)), hybrid ([IIA7-10](#)), and in person ([IIA7-11](#)).

Prior to spring 2020, distance education at Kapi'olani CC was growing steadily at a manageable pace. The COVID-19 pandemic significantly impacted DE on the campus, accelerating the increase of online instruction. While many students now prefer the flexibility of online classes, the College also works to ensure that there is a sufficient number of in-person classes to meet the requirements of international and veteran students. The 2022-27 Distance Education (DE) Plan for the College outlines the state of online education at the College, priorities and goals for moving forward, and equitable support services for online students ([IIA7-12](#)).

The Faculty Senate and administration approved a DE Class Review Process and this was implemented on a large scale in AY 2021-22 ([IIA7-13](#), [IIA7-14](#), [IIA2-13](#)). The process provided a supportive environment for reviewing online classes for basic requirements as mandated by the federal DOE and ACCJC. It inspires a rich and collaborative process through continuous improvement in online andragogy. See II.A.2 for additional details about the DE Class Review process.

In certain programs, in-person courses are offered in various geographic locations to meet student needs. For example, the College's Nursing program is offered at Leeward Community College for the convenience of students on the west side of the island. Emergency Medical Services programs are regularly offered at Maui College and Hawai'i Community College, and at Kaua'i Community College as needed.

Many of the College's career and technical education (CTE) programs deliver instruction via work-based learning approaches such as internships, practica, and clinicals. Internships provide an opportunity for the student to learn more about the field or industry and to apply theories and concepts learned in the classroom to real life situations.

Another offsite delivery method is the College's Kuilei Outreach Program, an early-college dual-credit program that provides an opportunity for high school students to simultaneously earn both high school and college credits. It allows students to graduate high school with college credits, better prepares them for the rigors of college/university coursework, and shortens the duration in obtaining a college degree post high school graduation. Currently, agreements have been created with several public schools (Kaimukī High School, Kalani High School, and Radford High School), a private school (Kamehameha Schools-Kapālama Campus), and a Hawaiian immersion school (Ke Kula Kaiapuni 'O Ānuenue).

Continuing education programs have provided access for underserved, unemployed, and under-employed people to take various workforce development programs to prepare them for living wage or higher jobs ([IIA7-15](#), [IIA7-16](#)).

### Teaching Methodologies

Many faculty use high-impact practices to meet the changing needs of their students and encourage student engagement. Here are a few examples:

Kapi'olani CC's innovative Undergraduate Research Experience (URE) program provides students with numerous opportunities to participate in hands-on, faculty-mentored research projects on a wide range of topics, culminating in a three-day research symposium held each semester. The symposium was moved online during the pandemic and has gradually returned to its original in-person poster session format ([IIA7-17](#), [IIA7-18](#), [IIA7-19](#), [IIA7-20](#)). In order to address the needs of Native Hawaiian and other underrepresented populations, the Pāoa Indigenous Undergraduate research experience approaches research in the education and social science disciplines using indigenous and culturally-relevant methodologies ([IIA7-21](#), [IIA7-22](#)). The Kapi'olani Service & Sustainability Service Learning program integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility. Students connect theories learned in the class and apply it to service in the community ([IIA7-23](#)).

Students have the opportunity to be exposed to new cultures and places with a study abroad experience. Culinary students had the opportunity to travel to Barcelona, Spain ([IIA7-24](#)) and the College also offers a short-term summer program abroad in Ireland ([IIA7-25](#)).

The KCC STEM program encourages students to find internships as an opportunity to gain valuable hands-on experience and to begin networking and creating connections in their field ([IIA7-26](#)). The STEM Opportunities Expo in the fall connects students with potential internships.

### Learning Support Services

The College provides learning support services to address the changing needs of students in support of equity in success for all students. For example, the Study Hub at the Lamakū Learning Center ([IB6-06](#)) and the STEM Center ([IIA7-27](#)) provide both online and face-to-face tutoring. The College also provides students with access to Tutor.com, an online tutoring service. The Lama Library ([IIA7-28](#)) provides both physical and online resources that are available to all students. Librarians provide support in person and online via chat, text, email, and/or Zoom appointment. Semester-long laptop and other technology loans support DE students. See IIB for further discussion of learning support services.

### **Analysis and Evaluation**

Kapi'olani Community College utilizes multiple delivery modes, teaching methods, and learning support services to support the diverse and changing needs of all students and enhance success for all students. The College utilizes in-person, distance education (DE), and

hybrid delivery as its delivery methods. The College provides equitable learning support services that are available both online and in person.

#### **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 does not conduct department-wide course and/or program examinations. However, students who complete the College's career and technical education (CTE) programs are eligible to take their respective industry-qualifying (practice) examinations for licensure or certification. Program accreditation boards validate CTE national certification or licensure examinations. 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 to reduce test biases.

The College follows UHCC Policy 5.302 *Assessment of Prior Learning* ([IIA8-01](#)) in awarding college credit for students' prior learning experiences. Options include credit by examination, including AP/IB exams, and portfolio-based assessment. These options determine the attainment of the course learning outcomes for which the student is seeking credit and this information is on the College's website ([IIA8-02](#)) and in the General Catalog ([IIA8-03](#)). Prior learning is assessed on a case-by-case basis by College faculty in the relevant programs ([IIA8-04](#)).

The Faculty Senate Curriculum Committee manages and reviews course and program curriculum updates. Prerequisites for courses and sequencing of courses within a program are reviewed during this process ([IIA8-05](#)). Once courses and programs are approved and complete the process, changes are incorporated into the General Catalog and entered into the STAR registration system. Students have access to view their entire degree pathway, which includes the prerequisites and courses in sequence ([IIA8-06](#)).

#### **Analysis and Evaluation**

The College does not offer department-wide course and/or program examinations. The College follows UHCC policy in awarding college credit for students' prior learning experiences. Prior learning is assessed on a case-by-case basis by College faculty in the relevant programs.

#### **II.A.9.**

**The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers**

**courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

### **Evidence of Meeting the Standard**

The College awards credit, degrees, and certificates based on student attainment of learning outcomes. All certificates and degrees have program learning outcomes that are aligned with course outcomes. Students must demonstrate a satisfactory attainment of the course learning outcomes to pass the course and thus to successfully complete the program. The College's General Catalog describes its commitment to education with a focus on student learning outcomes ([IIA9-01](#)).

Faculty are required to include the course student learning outcomes (SLOs) in their syllabi, corresponding to the outcomes in the approved course outline, and to develop assignments that directly assess the SLOs ([IIA9-02](#)). Faculty create course and program proposals, including the associated learning outcomes and assessment methods, and the results of the assessments are documented in course learning reports ([IB2-06](#), [IB2-05](#), [IIA3-08](#), [IIA3-09](#)).

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes (SLOs), and this commitment to SLO-based education is described in the College's General Catalog ([IIA9-01](#)). Instructional faculty members develop assignments and exams that directly assess the student achievement of course SLOs, and students earn course credit through the satisfactory completion of these assessments ([IIA9-02](#)). Course SLOs are carefully aligned with program learning outcomes which ensures that students who complete a program have met the outcomes at both the course and program level. As described in IB2, IIA2, and IIA3, assessment at the course and program level is documented in the Course Learning Report (CLR) and Annual Reports of Program Data (ARPD), respectively. As shown in the example of the HOST program, the alignment of course outcomes to program outcomes is completed in the CLR, along with the assessment of student learning ([IB2-06](#)). The ARPD uses data from the CLR to inform program assessment and to ensure that students are achieving the relevant program outcome ([IIA9-03](#)).

Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. 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 5.228 ([IIA9-04](#)) and UHCC Policy 5.228 ([IIA9-05](#)), which clearly define units of credit and the process by which such credits are awarded. These policies ensure "reliability and accuracy of the assignment of credit hours to activities earning academic credit" (UHCC Policy 5.228, p. 1). These policies are consistent with the Carnegie unit model, which is generally accepted in higher education.

According to UHCC Policy 5.228, a credit hour comprises:

- 50 minutes to one hour of class or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for one semester.

OR

- At least an equivalent amount of work for other academic activities such as distance education instruction, laboratory work, internships, practica, studio work, and other work that earns academic credit.

In general, this reflects the expected work a student would need to achieve the intended student learning outcomes. This information is communicated to students via the catalog ([IIA9-06](#)).

The College offers a number of courses based on clock hours, following U.S. Department of Education federal regulations for clock-to-credit-hour conversions. Certain programs typically include internships, practica, or clinical courses that have been designed to meet or exceed federal regulations for clock-to-credit-hour conversions, such as Respiratory Care (RESP 222), Mobile Intensive Care Technician (MICT 330), Physical Therapy Assistant (PTA 282), and Medical Laboratory Technician (MLT 242). The College meets federal regulations, 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 approximately 45 hours of 15 direct and 30 indirect instruction and student work over the 15-week semester in order to achieve the intended learning outcomes ([IIA9-05](#)).

### **Analysis and Evaluation**

The College awards credit, degrees, and certificates based on student attainment of student 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 conversions.

### **II.A.10.**

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

### **Evidence of Meeting the Standard**

Kapi'olani Community College has clear transfer-of-credit policies that certify that the learning outcomes for transferred courses are comparable to its own courses and appropriate to its mission. The College adheres to UH EP 5.209 *University of Hawai'i System Student Transfer and Inter-Campus Articulation* ([IIA10-01](#)) and these policies are detailed in the College's catalog ([IIA10-02](#)) and on its website ([IIA10-03](#)). Transfer-credit procedures differ slightly depending on whether a student is transferring from a non-UH school or a UH System school. Credits earned at UH System campuses will be automatically transferred for Kapi'olani CC students. Students

requesting an evaluation of their previous credits from a non-UH System school must submit a Transcript Evaluation Request Form ([IIA10-04](#)). The College's Kekaulike Center for Admissions, Records, Graduation & Financial Aid ([IIA10-05](#)), in consultation with faculty discipline experts, counselors, program coordinators, and/or department chairs, is primarily responsible for evaluating transfer credits for comparable learning outcomes. All 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.

The University of Hawai'i System Course Transfer Database ([IIA10-06](#)) contains course equivalencies/evaluations for all UH campuses, as well as other colleges and universities. Using this searchable database, students are able to discern if the courses they have taken at another college or university are transferable to the UH System and whether or not the transferred courses meet degree requirements or are equivalent to a UH course. While only a guide, since transferability of any course is not guaranteed until an official transfer of credit is completed, this database assists students' decisions regarding transfer and time to certificate/degree completion.

The College recognizes that learning experiences outside the traditional college setting can provide college level competency and has established methods to assess these experiences through examinations, portfolios, and records of non-college courses and training ([IIA8-02](#)). The office of the vice chancellor for academic affairs (OVCAA) 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 articulation agreement. Instructors and counselors from the partner institutions review course equivalency and learning outcomes of the program. Upon agreement, the MOA is signed by faculty, department chairs, program coordinators, and administrators. The agreement is 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 ([IIA10-07](#), [IIA10-08](#)).

Transfer-specific services and pathways are available directly to students ([IIA10-09](#)). One example is the Ka'ie'ie Program, a unique dual-admission, dual-enrollment program that allows students to transfer seamlessly to the University of Hawai'i at Mānoa (UHM) ([IIA10-10](#)). Additionally, UHM provides the College with a transfer specialist who 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. Each year, Kapi'olani CC transfers a large number of students to four-year universities and is the top source of transfer students currently enrolled at UHM ([IIA10-11](#)). The College also has articulation agreements with Hawai'i Pacific University, UH Hilo, UH West O'ahu, and other colleges ([IIA10-07](#)).

## **Analysis and Evaluation**

The College has approved policies and procedures to address the transfer of classes and articulation agreements that certify that the learning outcomes for transferred courses are comparable to its own courses and are 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 adhere to standard practices in higher education. Students are informed about transfer-of-credit policies both on the College website and in the catalog, as well as by appropriate counselors, faculty, and staff. The College has clear policies and strong articulation agreements with reputable, accredited universities. These agreements state specifically and clearly the requirements for students to transfer smoothly and seamlessly. Transfer policies and procedures are currently being reviewed by a UHCC Transfer Work Group. Kapi'olani CC has two representatives serving on this work group ([IIA10-12](#)).

### **II.A.11.**

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

### **Evidence of Meeting the Standard**

Each of the College's associate degree programs have required courses with general education components. This ensures that all programs include student learning outcomes related to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives ([IIA11-01](#)). See further discussion of the general education outcomes in IIA12.

Programs offered at Kapi'olani CC have developed appropriate program learning outcomes that identify the skills students will be able to demonstrate upon completion of the program requirements. Many of these outcomes also include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and/or the ability to engage diverse perspectives. The program learning outcomes are listed in the college catalog alongside every degree/certificate offered by the program ([IB2-02](#)).

Program outcomes are assessed to evaluate student achievement of intended outcomes and drive program improvements. Evidence and discussion regarding how the College defines and assesses program outcomes for instructional programs and services can be found in IB2, IIA1, IIA2, IIA3, and IIA9.

## **Analysis and Evaluation**

The College includes student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to

engage in diverse perspectives, and other program specific learning outcomes. Program student learning outcomes and general education learning outcomes are published in the College's General Catalog for each degree and certificate.

#### **II.A.12.**

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

#### **Evidence of Meeting the Standard**

The College's philosophy of general education (GE) and its core requirements are found in the catalog ([IIA11-01](#), [IIA12-01](#)). 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.

Each of the College's associate degree programs have a component of general education and align with the following general education learning outcomes ([IIA11-01](#)):

- **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 people 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.

The College's GE learning outcomes are adapted from the Association of American Colleges and Universities' (AAC&U) Essential Learning Outcomes. These outcomes also serve as the program learning outcomes for the Associate in Arts, Liberal Arts degree ([IIA12-02](#)). The Associate in Arts, Hawaiian Studies has different PLOs ([IIA12-03](#)).

Associate in science degrees are required to include a minimum of 15 credits of general education courses; 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 ([IIA12-04](#), [IIA12-05](#), [IIA12-06](#)). Associate in arts degrees are required to include two courses each in arts and humanities, natural sciences, and social sciences, as well as 18 credits of electives, typically in these same areas ([IIA12-07](#), [IIA12-08](#)). In addition, many CTE courses are available as electives in the AA degree.

General education requirements are generally overseen by the College's General Education Committee, which is composed of 8 members: an Arts & Sciences representative, CTE counselor, CTE representative, Curriculum Committee representative, Arts & Sciences counselor, SLOA Committee representative, Student Affairs representative, and a Student Congress Liaison. The committee's duties are to review policies and practices related to GE, oversee course-based designations (Foundations, Diversification and Oral Communication), and oversee section-based designations (Hawaiian, Asian and Pacific Issues, Writing Intensive, Research Intensive, and Sustainability).

The GE Committee is assisted in its duties by boards and faculty groups who convene approximately once a month, or when necessary, to review courses, facilitate the application for approval process, and approve courses that will be designated as meeting the general education or graduation requirements. Faculty seeking to have their course approved to meet a general education or graduation requirement can find all of the application guidelines on the College's Curriculum Process Navigation website ([IIA12-09](#)).

In 2021-22, UH System representatives engaged in discussions regarding a system-wide redesign for general education ([IIA12-10](#)). This discussion led to the creation of a 2023-24 UHCC General Education Inquiry Team with representatives from each UHCC campus. This group is charged with learning about the current trends and best practices of general education and creating a shared understanding across the UHCCs of current general education practices ([IIA12-11](#)).

All of the College's associate in arts and associate in science degrees have a component of general education, including appropriate SLOs to prepare students for civil engagement, for lifelong learning and application, and with a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences ([IIA12-01](#)). An associate in arts degree requires a minimum of 60 credits, consisting primarily of GE courses which address the skills necessary for lifelong learning and the application of learning as discussed in II.A.11. Career and technical education (CTE) associate in science degrees include a minimum of 15 credits of general education.

## **Analysis and Evaluation**

The College's degrees have a component of general education, including appropriate SLOs and competencies to prepare students for civil engagement, lifelong learning and application, and a broad comprehension and practice in the arts and humanities, the sciences, mathematics, and social sciences. Courses that are approved for designation as general education courses support the College's general education philosophy and are reviewed by faculty with the requisite expertise with oversight by the General Education Committee.

### **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**

The College's associate in arts and associate in science degree programs generally consist of at least one area of inquiry. These programs include specialized courses that address key theories and practices within the field of study, and have specific learning outcomes and competencies that provide students with comprehensive knowledge and skills.

The Associate in Arts in Liberal Arts is an interdisciplinary degree with learning outcomes related to the broad areas of a liberal education. In addition to the interdisciplinary liberal arts degree, the College has developed liberal arts concentrations, where 100 and 200-level courses within an area of inquiry meet baccalaureate degree requirements ([IIA1-03](#), [IIA13-01](#)). After a careful analysis of baccalaureate degree requirements and existing 100 and 200-level courses, the College has approved the following concentrations: Art, Business Administration, Deaf Education, Economics, Elementary Education, Elementary Education and Hawaiian Immersion, Elementary Education and Second Language Teaching, English, History, Human Development and Family Studies, Psychology, Secondary Education, and Social Work ([IIA13-02](#)).

The Associate in Arts in Hawaiian Studies provides a clear pathway for students intending to transfer into the Hawaiian Studies major at a baccalaureate institution. The program provides curricula that focus on Hawaiian culture and knowledge ([IIA13-03](#)).

All associate in science (AS) degrees focus on at least one area of inquiry. A minimum of 45 credits in the degree are 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 or other baccalaureate degrees in the University of Hawai'i System. Curriculum development for all CTE programs includes consultation with industry professionals to identify the knowledge and skills expected of entry-level workers. The AS curricula include both introductory courses as well as

200-level, and sometimes 300-level, courses where the students develop mastery of foundational concepts and skills.

Selected examples are shown below:

- The Associate in Science in Natural Science is a transfer degree that includes explicit, focused curricular pathways designed to meet the requirements of broad areas of baccalaureate science and engineering degrees. The program provides curricula that focus on basic science and mathematics as well as more advanced research and mentoring experiences. This degree has four concentrations: Biological Sciences, Engineering, Information and Communications Technology (renamed Information and Computer Sciences as of fall 2024), and Physical Sciences ([IIA13-04](#), [IIA13-05](#)).
- The College also offers academic subject certificates in Asian Studies, Hawaiian Language, Hawaiian Studies, International Studies, Marine Option Program, Music, and Sustainability, as well as certificates of achievement in Biotechnology and STEM Education ([IIA13-02](#)).
- The Associate in Science in New Media Arts, with a specialization in animation or interface design, focuses on specific areas of inquiry in the fields of digital media design, computer animation, and industries that require advanced skills in multimedia design and production. The program is intended to prepare students at a mastery level for a career in digital design or production and the College has an articulation agreement with UH West O‘ahu ([IIA13-06](#), [IIA13-07](#), [IIA13-08](#)).
- The Associate in Science for Culinary Arts, with a specialization in culinary arts, is designed for students who are interested in becoming professional cooks and chefs, as well as those who intend to transfer to a four-year college. It offers students the opportunity to apply and practice skills learned in all aspects of the culinary arts in a real-world environment ([IIA13-09](#), [IIA13-10](#)).

### **Analysis and Evaluation**

In developing curricula for its associate in science and associate in arts degree programs, the College allows for both specificity and breadth of outcomes. The College ensures that the courses that make up the degree are in a focused area of study and include foundational knowledge and skills as well as opportunities for students to develop mastery of those concepts and skills. Courses consist of specific learning outcomes and competencies, including key theories and practices within the field of study. For the general associate in arts in liberal arts, the curriculum addresses the broad, interdisciplinary areas traditionally found in liberal education programs.

#### **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**

In addition to the College's institutional accreditation, the College's career and technical education (CTE) degree programs maintain accreditation with various external bodies ([IC1-13](#)) and regularly go through an external accreditation or endorsement process to ensure that graduates meet the technical and professional standards necessary for their field and are adequately prepared for employment, licensure, and certification. The New Media Arts program is the exception. To ensure that graduates are meeting employment and industry standards, the New Media Arts program is regularly reviewed by local industry professionals. For example, student work is evaluated and recognized at the annual Pele Awards ([IIA14-01](#)).

The College's career and technical education (CTE) programs are outlined on the College website and catalog, which include information for each degree and certificate, required courses, and career opportunities ([IIA13-09](#), [IB2-02](#)). The College's CTE programs offer nine degrees that prepare students for national licensure and/or certification: Medical Assisting, Medical Lab Technician, Nursing (ADN), Nursing (PN), Occupational Therapy Assistant, Physical Therapy Assistant, Mobile Intensive Care Technician, Radiologic Technician, and Respiratory Care Practitioner. The College tracks graduation, employment, and certification or licensure exam pass rate data for CTE programs to ensure that graduates demonstrate technical and professional competencies that meet employment standards. The most recent data show that these licensure programs have met or surpassed the institutional standard for examination pass rates. A complete list of examination pass rates is found in the ACCJC Annual Reports ([IIA14-02](#), [IIA14-03](#)). In addition, see the following program examples: Medical Laboratory Technician ([IC1-06](#)), Occupational Therapy Assistant ([IC1-07](#)), Physical Therapist Assistant ([IIA14-04](#), [IIA14-05](#)), and Radiological Technology ([IC3-03](#)).

CTE programs collaborate with their advisory boards, which include industry professionals. CTE faculty regularly share curricular developments with them and solicit input to maintain program currency and better prepare program graduates for the work environment. For example, in spring 2023 the Paralegal program asked their advisory committee about the need to add a cybersecurity module to the Paralegal Program. The advisory committee was unanimously in favor of this. Thus, the Paralegal Program collaborated with the IT Program to develop a module on cyber security basics in the fall 2023 LAW 105 course ([IIA14-06](#)). Other programs that hold advisory board meetings include the Dental Assisting program ([IIA14-07](#)), the Hospitality and Tourism Education program ([IIA14-08](#)), and the Respiratory Care program ([IIA14-09](#)). The evaluation and analysis of these programs are reported in their Annual Report of Program Data ([IIA3-22](#), [IIA2-10](#)).

## **Analysis and Evaluation**

CTE program graduates meet the employment standards necessary for their field and are adequately prepared for employment, certification, and licensure. This preparation is accomplished by ensuring periodic review of programs for appropriate content by actively discussing program improvement with advisory committee members, by monitoring licensure/certification pass rates to meet or exceed established standards, by providing

information to students in selecting a major, and by connecting students to employers upon graduation. In collaboration with advisory experts in the workforce areas, faculty examine and refine curriculum for currency and relevance.

#### **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 eliminated or significantly modified. The UH Board of Regents Executive Policy 5.201 *Approval of New Academic Programs and Review of Provisional Academic Programs* addresses the termination of programs and significant changes of program requirements ([IIA15-01](#)).

Based on annual program reviews, the College may determine that a program should be “stopped out” or eventually terminated. Such programs may no longer meet the requirements of baccalaureate institutions or may no longer serve the needs of students, industry, and/or the community. The chancellor may approve program “stop-outs” for up to two years. Other program stop-outs and program terminations are approved by the University of Hawai‘i System president, often due to challenges with student enrollment, retention, and completion, or other factors as listed above.

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 program actions, which includes program terminations, is submitted to the vice president for academic planning and policy. The UH president has the authority to terminate a program. Significant changes to a provisional or established program such as deviations from its original intent, purpose, or design must be granted by the UH Board of Regents.

UH BOR Executive Policy 5.201 states 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 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 are no longer offered. Relevant counselors and program coordinators assist students in modifying their educational plans to address significant program changes or selecting a new program. However, if students have not been continuously enrolled in a program that is being terminated or significantly changed, they must complete the requirements of a new program or the revised program.

For example, in 2019, Kapi'olani CC's Pacific Islands Studies professor determined that the College lacked the resources to sustain an AA in Liberal Arts with a Concentration in Pacific Islands Studies degree. Enrollment in the 200-level courses had been declining and fewer than a dozen students had identified Pacific Islands Studies as their major. Thus, the College decided to phase out the degree concentration and stopped admitting new students to the program in fall 2019. The remaining students were tracked through 2022, until they had successfully completed their requirements at Kapi'olani Community College and transferred to the University of Hawai'i at Mānoa. As of fall 2023, there are no students in the program and the request to eliminate the degree concentration has been approved, effective in fall 2024 ([IIA15-02](#)).

### **Analysis and Evaluation**

The College has policies and procedures for program elimination. When it is deemed that programs must be significantly changed or terminated, the College ensures that all (continuing) impacted students have the opportunity to complete their education and continue on their academic or career pathway in a timely manner with a minimum of disruption. In the case of terminated programs, program coordinators, academic and career counselors, and other administrators are able to personally reach out to impacted students to ensure their continuance or assist with any necessary transitions.

### **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**

Kapi'olani Community College routinely evaluates all instructional programs regardless of delivery mode or location to continuously improve the quality and currency of all programs and courses to enhance learning outcomes and achievement for students.

UH BOR Executive Policy 5.201 ([IIA15-01](#)) requires a comprehensive review of all programs. Established programs are reviewed at least once every five years to assure currency, improve teaching and learning, and enhance achievement of student learning outcomes. Similarly, UHCC

Policy 5.202 *Review of Established Programs* ([IIA1-11](#)) requires regular assessment of the effectiveness of degree and non-credit/continuing education programs.

At Kapi'olani Community College, Annual Reports of Program Data (ARPD) are compiled from data gathered from the previous year and made available online ([IIA2-09](#), [IIA16-01](#)). The ARPD utilizes standardized measures that address relevancy, appropriateness, achievement of program student learning outcomes, currency, program demand and efficiency, distance education for completely online classes, assessment of planned program improvements, future planning, and, for CTE programs only, attainment of Perkins indicators. The ARPD is used to inform plans for improvement. See examples from Accounting ([IA2-19](#)), Co-Requisite English ([IIA4-06](#)), and Liberal Arts ([IA3-02](#)). See II.A.2 for additional examples.

In addition to the ARPD, each program at the College undergoes a Comprehensive Program Review (CPR) every five years. The CPR contains an executive summary, program description, quantitative indicators for program review, assessment results, curriculum revision, survey results, analysis of program, action plan for continuous improvement, and budget implications. Based on program review data from 2016-19, each program developed an action plan for continuous improvement for 2019-24 ([IB1-24](#), [IIA16-02](#), [IIA16-03](#)). A majority of the programs will complete a CPR in 2024 for the following five years.

The Office of Community and Continuing Education also regularly evaluates its program offerings. It completed a Comprehensive Program Review in 2019 ([IIA16-04](#)). Its council meets monthly to discuss, plan, and evaluate its performance measures. Continuing education programs are developed or modified to meet the industries' needs and target audiences through various delivery modes, depending on the content and technology available. For example, during the pandemic it shifted its focus to workforce development training online. Among the target audiences were unemployed, underemployed, returning adults, and those changing careers. New or modified continuing education programs require a New Course Request (NCCR) form that is evaluated and approved by the dean.

### **Analysis and Evaluation**

Kapi'olani 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. The results of program evaluations are used to make improvements and identify resource needs that are integrated into institutional planning.

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### **Conclusions on Standard II.A: Instructional Programs**

Kapi'olani Community College provides quality instructional programs that are aligned with the College mission and include course and program learning outcomes. Faculty ensure that the content and methods of instruction meet academic and professional standards and assess student achievement of learning outcomes for continuous improvement. The College regularly evaluates its programs for effectiveness, relevancy, and student achievement.

## Improvement Plan

Standard	Change or Plan	Person(s) Responsible	Timeline / Deadline	Expected Outcome
IIA3	<p>Ensure that the approved course outcomes consistently match the catalog, course syllabi, and Kual Curriculum Management System.</p> <p>Ensure that the revised procedures are implemented across campus departments.</p> <p>Ensure that any change to catalog content is reflected in the catalog according to the revised procedure.</p>	Vice Chancellor of Academic Affairs & Faculty Senate	Fall 2024 - Spring 2025	<p>Review Policies and Procedures (K5.201 - UHCCP 5.300, 5.209, 5.301).</p> <p>Review and update the catalog and website review timeline and procedures.</p>

## Evidence List

<a href="#">IIA1-01</a>	UH EP 5.210 Academic Programs
<a href="#">IIA1-02</a>	Hawaiian Studies Advising Sheet
<a href="#">IIA1-03</a>	Liberal Arts Program Website
<a href="#">IIA1-04</a>	Legal Education Program Website
<a href="#">IIA1-05</a>	Hospitality and Tourism Program Website
<a href="#">IIA1-06</a>	Information Technology Program Website
<a href="#">IIA1-07</a>	Massage Therapy Program Website
<a href="#">IIA1-08</a>	ESOL Program Website
<a href="#">IIA1-09</a>	General Catalog ICS 100
<a href="#">IIA1-10</a>	General Catalog Accounting Program
<a href="#">IIA1-11</a>	UHCC Policy 5.202 ARPD Procedures
<a href="#">IIA1-12</a>	General Catalog Scholastic Standards
<a href="#">IIA2-01</a>	A'o at Kapi'olani Website
<a href="#">IIA2-02</a>	Kuali CM LAW 148 Legal Document Preparation
<a href="#">IIA2-03</a>	Student Learning Outcomes Support
<a href="#">IIA2-04</a>	Curriculum Process Website
<a href="#">IIA2-05</a>	Checklist for Course Proposals Fall 2021
<a href="#">IIA2-06</a>	Presentation Slides Policy K5.201 Workflow for Levels of Review
<a href="#">IIA2-07</a>	Curriculum Committee Faculty Senate
<a href="#">IIA2-08</a>	Curriculum Committee Summary 2021-22
<a href="#">IIA2-09</a>	ARPD Submission Website
<a href="#">IIA2-10</a>	ARPD Radiologic Technology 2022
<a href="#">IIA2-11</a>	ARPD AS Natural Science 2019
<a href="#">IIA2-12</a>	ARPD AS Natural Science 2020

<a href="#">IIA2-13</a>	DE Class Review Spring 2022
<a href="#">IIA2-14</a>	BaRe and CoRe Online Course Review Summary
<a href="#">IIA2-15</a>	Peer Evaluation Form Teaching Responsibilities (Fully Online)
<a href="#">IIA3-01</a>	Guidelines for Course-Level Assessment
<a href="#">IIA3-02</a>	UHCC Policy 5.202 Review of Established Programs
<a href="#">IIA3-03</a>	Policy K5.202 Review of Established Programs
<a href="#">IIA3-04</a>	Course Learning Report Template 2023
<a href="#">IIA3-05</a>	Course/Counseling Learning Report Guidelines
<a href="#">IIA3-06</a>	UHCC Policy 5.202 Attachment 1-A ARPD Procedures
<a href="#">IIA3-07</a>	Memorandum Course Student Learning Outcomes for AY 2019-20
<a href="#">IIA3-08</a>	Course Learning Report POLS 130
<a href="#">IIA3-09</a>	Course Learning Report ED 276
<a href="#">IIA3-10</a>	Syllabus Template
<a href="#">IIA3-11</a>	Course Outline ESL 100
<a href="#">IIA3-12</a>	Course Learning Report ESL 100
<a href="#">IIA3-13</a>	Syllabus ESL 100
<a href="#">IIA3-14</a>	Course Outline PHYL 141L
<a href="#">IIA3-15</a>	Course Learning Report PHYL 141L
<a href="#">IIA3-16</a>	Syllabus PHYL 141L Online
<a href="#">IIA3-17</a>	Syllabus PHYL 141L In-Person
<a href="#">IIA3-18</a>	Course Outline MLT 118
<a href="#">IIA3-19</a>	Course Learning Report MLT 118
<a href="#">IIA3-20</a>	Syllabus MLT 118
<a href="#">IIA3-21</a>	Program Outline Occupational Therapy Assistant Program
<a href="#">IIA3-22</a>	ARPD Occupational Therapy Assistant Program 2022
<a href="#">IIA3-23</a>	Program Outline Practical Nursing
<a href="#">IIA3-24</a>	ARPD Practical Nursing 2022
<a href="#">IIA3-25</a>	Outcomes and Assessment Website
<a href="#">IIA3-26</a>	Memorandum - Appointment Memo for Institutional Assessment Coordinator
<a href="#">IIA3-27</a>	Memorandum - Institutional Assessment Plan
<a href="#">IIA4-01</a>	UHCC Policy 5.300 Course Numbering Convention
<a href="#">IIA4-02</a>	General Catalog Math Courses Pre-Collegiate
<a href="#">IIA4-03</a>	Entry Placement Cut Scores Website
<a href="#">IIA4-04</a>	UHCC Policy 5.213 Time to Degree: Co-requisite
<a href="#">IIA4-05</a>	General Catalog ENG 100S
<a href="#">IIA4-06</a>	ARPD Co-Requisite English 2022
<a href="#">IIA4-07</a>	ARPD Co-Requisite Mathematics 2022
<a href="#">IIA4-08</a>	STAR GPS Example
<a href="#">IIA4-09</a>	Study Hub Other Tutoring Website
<a href="#">IIA4-10</a>	TRIO Student Support Services Website
<a href="#">IIA4-11</a>	General Catalog IS 108
<a href="#">IIA5-01</a>	UHCC Policy 5.203 Program Credentials: Degrees and Certificates
<a href="#">IIA5-02</a>	UHCC Policy 5.200 General Education

<a href="#">IIA6-01</a>	Class Availability Biology Spring 2024
<a href="#">IIA6-02</a>	Email Planning for Spring 2024 Class Scheduling
<a href="#">IIA6-03</a>	Class Availability MATH 103
<a href="#">IIA7-01</a>	Pacific Islander Student Date Report 2022
<a href="#">IIA7-02</a>	Veterans and International Students Enrollment
<a href="#">IIA7-03</a>	APIA Data Voyage Project Proposal
<a href="#">IIA7-04</a>	Spring 2023 Enrollments
<a href="#">IIA7-05</a>	Student Survey on Class Format and Modality 2021
<a href="#">IIA7-06</a>	Student Course Success by Modality
<a href="#">IIA7-07</a>	Class Format Definitions
<a href="#">IIA7-08</a>	MATH 103 Formats, Fall 2023
<a href="#">IIA7-09</a>	MATH 103 Syllabus (Online)
<a href="#">IIA7-10</a>	MATH 103 Syllabus (Hybrid)
<a href="#">IIA7-11</a>	MATH 103 Syllabus (In person)
<a href="#">IIA7-12</a>	Distance Education Plan 2022-27
<a href="#">IIA7-13</a>	Resolution 1819: Distance Education (DE) Review Process
<a href="#">IIA7-14</a>	Resolution 1819: Chancellor’s Response
<a href="#">IIA7-15</a>	Optometry Assistant Program
<a href="#">IIA7-16</a>	McKinley Community School for Adults News
<a href="#">IIA7-17</a>	STEM Program Research Website
<a href="#">IIA7-18</a>	Research Intensive Class Designation
<a href="#">IIA7-19</a>	UH News “Kapi’olani CC Research Students Recognized...”
<a href="#">IIA7-20</a>	UH News “Kapi’olani CC: A Hidden Gem for Antibody Research and Development”
<a href="#">IIA7-21</a>	Pāoa Program Acceptance Letter
<a href="#">IIA7-22</a>	Pāoa SURF Flyer
<a href="#">IIA7-23</a>	Kapi’olani Service and Sustainability Learning Program Website
<a href="#">IIA7-24</a>	ACE Experience Barcelona, Spain YouTube
<a href="#">IIA7-25</a>	Ireland Summer Study Abroad Program
<a href="#">IIA7-26</a>	STEM Program Internships Website
<a href="#">IIA7-27</a>	STEM Program ‘Imi Na’auao Peer Mentor Program
<a href="#">IIA7-28</a>	Library Website
<a href="#">IIA8-01</a>	UHCC Policy 5.302 Assessment of Prior Learning
<a href="#">IIA8-02</a>	Prior Learning Assessment Website
<a href="#">IIA8-03</a>	General Catalog College Credit Equivalency Program
<a href="#">IIA8-04</a>	PLA Options Culinary Arts
<a href="#">IIA8-05</a>	Proposed Checklist for Course Proposals Fall 2021
<a href="#">IIA8-06</a>	STAR Example Prerequisites
<a href="#">IIA9-01</a>	General Catalog Focus on SLOs
<a href="#">IIA9-02</a>	HOST 259 Syllabus
<a href="#">IIA9-03</a>	ARPD Hospitality and Tourism Education 2020
<a href="#">IIA9-04</a>	UH System Executive Policy 5.228 Credit Hour
<a href="#">IIA9-05</a>	UHCC Policy 5.228 Credit Hour
<a href="#">IIA9-06</a>	General Catalog Definition Credit

<a href="#">IIA10-01</a>	UH EP 5.209 UH System Student Transfer and Inter-Campus Articulation
<a href="#">IIA10-02</a>	General Catalog Transfer Policies
<a href="#">IIA10-03</a>	Transfer to Kapi'olani CC Website
<a href="#">IIA10-04</a>	Transcript Evaluation Request Form
<a href="#">IIA10-05</a>	Kekaulike Center for Admissions, Records, Graduation and Financial Aid Website
<a href="#">IIA10-06</a>	UH System Course Transfer Database
<a href="#">IIA10-07</a>	Articulation Agreements Website
<a href="#">IIA10-08</a>	UH System Articulation Transfer Website
<a href="#">IIA10-09</a>	General Catalog Transfer Programs
<a href="#">IIA10-10</a>	MOU for Ka'ieie Degree Pathway Partnership Agreement
<a href="#">IIA10-11</a>	IRAPO Transfer Data
<a href="#">IIA10-12</a>	Transfer Workgroup Meeting Agenda and Notes
<a href="#">IIA11-01</a>	General Catalog General Education Learning Outcomes
<a href="#">IIA12-01</a>	General Catalog General Education Requirements 2023-24
<a href="#">IIA12-02</a>	Liberal Arts PLOs
<a href="#">IIA12-03</a>	Hawaiian Studies PLOs
<a href="#">IIA12-04</a>	General Catalog AS CTE
<a href="#">IIA12-05</a>	AS NS Biological Sciences Advising Sheet
<a href="#">IIA12-06</a>	HOST Advising Sheet
<a href="#">IIA12-07</a>	General Catalog AA Course Requirements
<a href="#">IIA12-08</a>	AA Liberal Arts ART Advising Sheet
<a href="#">IIA12-09</a>	Curriculum Process Navigation website
<a href="#">IIA12-10</a>	Revised Proposal for a General Education Baseline Curriculum for the UH System
<a href="#">IIA12-11</a>	Gen Ed Redesign ... Continues!
<a href="#">IIA13-01</a>	General Catalog Liberal Arts Concentrations
<a href="#">IIA13-02</a>	General Catalog Arts and Sciences, Transfer Programs
<a href="#">IIA13-03</a>	General Catalog Hawaiian Studies Curricula
<a href="#">IIA13-04</a>	Programs by Pathway Website
<a href="#">IIA13-05</a>	General Catalog Natural Science Curricula
<a href="#">IIA13-06</a>	New Media Arts Website
<a href="#">IIA13-07</a>	General Catalog New Media Arts Curricula
<a href="#">IIA13-08</a>	Articulation Agreement with UHWO New Media Arts
<a href="#">IIA13-09</a>	Culinary Arts Website
<a href="#">IIA13-10</a>	General Catalog Culinary Arts Curricula
<a href="#">IIA14-01</a>	Pele Awards 2020 College Winners YouTube
<a href="#">IIA14-02</a>	ACCJC Annual Report 2022
<a href="#">IIA14-03</a>	ACCJC Annual Report 2023
<a href="#">IIA14-04</a>	PTA Program Graduation, Employment, Pass Rates 2022
<a href="#">IIA14-05</a>	PTA Pass Rate 2023
<a href="#">IIA14-06</a>	Paralegal Advisory Committee Meeting Minutes
<a href="#">IIA14-07</a>	Dental Assisting Advisory Committee Meeting
<a href="#">IIA14-08</a>	Hospitality and Tourism Advisory Board Meeting Agenda
<a href="#">IIA14-09</a>	Respiratory Care Program Advisory Committee Meeting Minutes

<a href="#">IIA15-01</a>	UH Board of Regents Executive Policy 5.201 Approval of New Academic Programs and Review of Provisional Academic Programs
<a href="#">IIA15-02</a>	Pacific Islands Studies Elimination
<a href="#">IIA16-01</a>	ARPD List
<a href="#">IIA16-02</a>	Comprehensive Program Review AS Hospitality and Tourism 2016-19
<a href="#">IIA16-03</a>	Comprehensive Program Review AS Accounting 2016-19
<a href="#">IIA16-04</a>	OCET Comprehensive Program Review

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## 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

Kapi'olani Community College's Library and Learning Resources unit, staffed by 16 employees, supports students' academic learning through library, testing, tutoring, and computing services ([IIB1-01](#)). General outreach to promote services and resources takes place through convocation announcements to faculty and staff, the library's website, orientations, special events, listserv announcements, the library's blog, and social media ([IIB1-02](#), [IIA7-28](#), [IIB1-03](#), [IIB1-04](#), [IIB1-05](#), [IIB1-06](#), [IIB1-07](#)).

### Library

- Students, faculty, and staff use the library's website to search for books, ebooks, articles, DVDs, streaming videos, and more ([IIA7-28](#), [IIB1-08](#)). The library regularly purchases recently published materials to support the curriculum. In 2022, there were 18.4 uses of resources per student and faculty FTE ([IB2-07](#)), and, 92 percent of students, faculty, and staff surveyed indicated that they were satisfied or very satisfied with the library resources offered ([IB2-07](#), p.4).
- The library reduces textbook costs for students by assisting faculty in finding, adopting, adapting, and creating open educational resources (OER) ([IIB1-09](#)). In collaboration with Hawai'i Community College, the library created an asynchronous OER 101 course for instructors ([IIB1-10](#)). As of spring 2023, the College has saved students over \$5.5 million

in textbook costs ([IIB1-11](#), pp.2-3). The AY 2024 data shows a savings of over \$6.2 million. The library has supported several textbook and course projects. One of the College's faculty members teaching Anatomy and Physiology has successfully led a ten-campus effort to create a standard Anatomy and Physiology open textbook and learning management system for PHYS 141 and 142 ([IB1-22](#)). To further support \$0 textbook cost (TXT0) for students, the library purchases copies of select high-demand textbooks in print for reserve or electronic format for online access ([IIB1-12](#)). In 2020, the library started a digitization service to increase textbook access for students unable to visit the campus during the COVID-19 pandemic ([IIB1-13](#)).

- The library offers resource and information literacy instruction for students and faculty through face-to-face sessions, online synchronous instruction, asynchronous modules, online research guides, and videos ([IB2-07](#)). Librarians designed professional development opportunities for instructional faculty to learn about and incorporate information literacy into their courses and learn more about ChatGPT and its impact on research assignments ([IIB1-14](#), [IIB1-15](#)).
- Librarians provide one-on-one support to the campus community through reference desk services. Reference librarians also answer online chats, texts, phone calls, and emails from students. Reference Librarians answered 1,591 questions in 2022, a 23% increase from the previous year likely due to the return of in-person reference services and more students on campus following the pandemic ([IB2-07](#)).
- The library organizes academic support workshops, both in person and online, to help students succeed in college through its Secrets of Success (SOS) program ([IIB1-16](#)). Workshops include taking notes in college, Microsoft Word basics, career exploration, and scholarship writing, among others.

#### Lamakū Learning Center

- Tutoring
  - The Study Hub, part of the Lamakū Learning Center in the Library and Learning Resources unit, provides tutoring services to all students primarily for, but not limited to, math and writing ([IB6-06](#)). Tutoring is available in person and online. During AY 2021-22, nine Study Hub tutors provided 744 tutoring contact hours to 193 unduplicated students ([IIB1-17](#)).
  - Other tutoring centers around campus include the STEM Center and TRiO, which serve students in their respective programs ([IIB1-18](#), [IIA7-27](#)).
  - All tutoring programs at Kapi'olani Community College are certified by the College Reading and Learning Association ([IIB1-19](#)). To support student learning, peer tutors are well trained through College Reading and Learning Association (CRLA) International Tutor Training Program Certification (ITTPC) curriculum, including topics covered in TutorLingo videos led by experts in their respective fields ([IIB1-20](#)).
  - Students seeking tutoring in alternative subjects, or in the evenings, can receive online support from Tutor.com ([IIB1-21](#)) which is funded by the College or the University of Hawai'i at Mānoa Online Learning Academy ([IIB1-22](#)).

- Other Student Support Services
  - Ho‘ā Academic Peer Coaches ([IIB1-23](#)).
  - Speech Lab: A room for students to practice presentations and speeches.
  - ‘Ohana Space: A lactation room and/or student-parent study room.
  - Meditation Space: A peaceful room for students to drop in for relaxation and reflection.
  - Engage Space: A flexible lounge space for students and faculty to connect with each other through special events, club meetings, presentations, etc.

#### Testing

- The campus’ Testing Center provides proctored placement testing, testing for hybrid distance education, testing for face-to-face classes with online tests, make-up testing, and “DSSO/Accommodations” (ADA) testing ([IIB1-24](#)). As of May 2021, the University of Hawai‘i System states that completely online courses cannot require proctored on-campus testing ([IIB1-25](#)). In AY 2022, the Testing Center administered 1,109 tests, down from 20,291 in 2019 ([IIB1-26](#), p.3). With faculty and students returning to campus during this post-COVID transition, the Testing Center is planning to rebuild testing demand with face-to-face and hybrid courses.
- Students who need placement testing for English and Math also have the option to take the fully-online at-home EdReady diagnostic test ([IIB1-27](#)).
- The campus uses ProctorU, an online proctoring service for distance education students who are not able to take tests at the Testing Center ([IIB1-28](#)). Between 2018 and spring 2023, 391 tests were administered to 1,710 test takers through ProctorU ([IIB1-29](#)).

#### Computer Labs and Technology

- The Lama Open Lab, located in the library, provides desktop computers, printers, and scanners and is the only lab available to all students ([IIB1-30](#)). Program-restricted computer labs exist throughout the campus and include the Kōpiko Business, Legal, and Technology (BLT) Lab, the STEM Center, and the New Media Arts Lab.
- To support the shift to online learning in 2020 caused by the COVID-19 pandemic, the library secured laptops, tablets, webcams, and headsets to loan to students for a semester at a time ([IIB1-31](#)). The library also loans hotspots in a partnership with Student Congress ([IIB1-32](#), p.5).

#### Analysis and Evaluation

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. The College provides equitable learning support services for DE and traditional on-campus students by offering both in-person and online services and resources.

## **II.B.2.**

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

### **Evidence of Meeting the Standard**

#### Library

- The College's 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. The library, in collaboration with departments regulated by professional accreditation, ensures that resources within each subject area meet programmatic accreditor expectations ([IIB2-01](#)).
- The library staffs a Hawai'i-Pacific Resources librarian who has the appropriate expertise to select materials related to Hawai'i and Hawaiian culture. This expertise is significant in fulfilling the College's vision to be a model indigenous-serving institution ([IIB1-01](#)).

#### Lamakū Learning Center

- The Lamakū Learning Center coordinator collaborates with faculty and staff stakeholders to develop services and physical spaces and select appropriate resources for students ([IIB2-02](#)).

#### Testing

- The Testing Center staff meet regularly with the digital initiatives librarian to discuss procedures, equipment upgrade concerns, and other important matters ([IIB2-03](#)).

#### Computer Labs and Technology

- The library staffs an electronics technician who maintains computers and other technology equipment in the library such as printers and scanners ([IIB1-01](#)).
- The library makes informed technology equipment decisions by discussing projects and issues with IT staff from the Center for Excellence in Learning, Teaching and Technology (CELTT) unit. Discussions from 2020 and earlier took place at regular meetings, but presently take place on an ad hoc basis as issues arise ([IIB2-04](#)).

### **Analysis and Evaluation**

The College selects and maintains educational equipment and materials to support student learning and to 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

The Library and Learning Resources (LLR) unit, which comprises the library, tutoring (Lamakū Learning Center), testing, and computer lab, engages in both short-term and long-term evaluation and planning. The LLR unit head completes a Comprehensive Program Review ([IIB3-01](#)) every five years, which allows the unit the opportunity to strategically plan long-term goals. The LLR also strives for continuous improvement by identifying annual goals aligned with the College's Strategic Plan to focus on and evaluate each year ([IIB3-02](#), [IIB3-03](#)). Evaluation of individual services takes place regularly and is detailed below.

#### Library

- The library conducts an annual assessment of its services and resources and describes its analysis and next steps in its Annual Report of Program Data (ARPD) ([IB2-07](#)). The ARPD includes results from the following assessments:
  - The library's annual survey of students, faculty, and staff. The survey measures satisfaction with services and resources. Satisfaction in AY 2022 generally remained high, but results indicated a need to improve computer equipment.
  - The library's student learning outcome assessment. In AY 2022, the library assessed a new information literacy module designed for a Radiologic Technology course and determined that a continued focus on developing evaluation skills and creating videos is necessary ([IIB3-04](#)).
  - The library's service area outcome assessment. In AY 2022, the library worked to assess and improve its intrasystem loan service and increased fill rates by making modifications to the library's discovery platform and ensuring librarian intervention when requests fail ([IIB3-05](#)).

#### Tutoring

- Tutoring services at the College are evaluated in the Tutoring Annual Report of Program Data which includes usage data, outcomes assessment, and student survey results from the STEM peer mentor program, the Study Hub, and the TRiO program ([IIB1-17](#)).
- The spring 2022 Peer Tutoring Services Survey results reflected a need for multiple modalities (i.e. in person, phone, text, email) to deliver tutoring services in addition to Google Meet and Zoom as students returned to learn in a post-COVID context ([IIB3-06](#)).
- The Study Hub evaluated its tutoring services from 2016 to 2022 to advocate for institutionalized funding. The data demonstrated that 85% of peer tutors completed at least one degree, 76% of tutees met the SLO "Students who receive tutoring should pass their tutored course with a C or better," and students who receive support from the Study Hub are 12% more likely to successfully complete their courses. The data convinced the administration to provide institutional funding for tutors. The program was previously grant funded ([IIB3-07](#)).

## Testing

- In spring 2021, the Testing Center developed two additional Service Area Outcomes (SAOs), one addressing student satisfaction with the Testing Center and one addressing faculty/staff satisfaction with the Testing Center. The faculty/staff SAO was assessed with a first-time instructor survey issued in spring 2022 ([IIB3-08](#)). Comments from the survey were used to implement several changes, including a revision of the Testing Center website (see below).
- Every year the Testing Center conducts a student satisfaction survey to assess the four effectiveness indicators reported in the Annual Report of Program Data for Testing Centers. The survey asks additional questions of the students and the results are reported and discussed in the Library's Information Technology Team (ITT) Annual Report ([IIB3-09](#)).
- Every year the Testing Center submits an Annual Report of Program Data reporting on the year's activities and program activity data, including effectiveness indicators ([IIB1-26](#)).
- In 2022, the Testing Center met with Library and Learning Resources (LLR) staff and an academic counselor to discuss improvements for the website. All suggestions were vetted, listed, and implemented. The members of the workgroup were asked to review the revised website and those who responded reported satisfaction with the changes ([IIB3-10](#)).

## Computer Labs and Technology

- The digital initiatives librarian meets regularly with the electronics technician specialist to check on inventory issues, upgrades, printer system issues, and other matters that affect the operation of information technology for LLR staff and the College's students ([IIB3-11](#)).
- During the pandemic, the overall IT equipment inventory was in a constant state of flux as new mobile equipment was brought in and existing equipment was inventoried for upgrades ([IIB3-12](#)).

## Analysis and Evaluation

The College continuously evaluates its student support services through student learning outcome assessment, service area outcome assessment, and survey, and makes appropriate changes to improve based on the results of assessment and survey.

### **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

#### Library

- The University of Hawai'i Libraries collectively purchase and use the Alma/Primo VE Library Services Platform from Ex Libris. UH Libraries have documented their agreement for cost sharing ([IIB4-01](#), [IIB4-02](#)), and representatives from each campus meet monthly to discuss and troubleshoot user-experience issues.
- The College maintains formal agreements with database vendors and collaborates with the Hawai'i Library Consortium and the Community College League of California to license databases such as the EBSCO Database Package and ProQuest US West Newsstream. ([IIB4-03](#), [IIB4-04](#)).
- The library regularly evaluates these resources using usage statistics, cost, and faculty input. The library also surveys students and faculty regarding their satisfaction with library resources ([IIB4-05](#)).

#### Tutoring

- The College partners with the UHCC System to provide Tutor.com as an online tutoring service to support students in a wide range of subjects ([IIB4-06](#)). Tutor.com assembled a presentation about the University of Hawai'i Community Colleges' usage of the online tutoring program in 2020 ([IIB4-07](#)).

#### Testing

- In 2019, the test-registration system needed to be replaced. Based on an environmental scan of other campuses in the system, the Testing Center decided to contract with Register Blast, which was successfully installed at several campuses ([IIB4-08](#)). A full data-governance review was conducted to ensure that the system would not make vulnerable any student data on the web ([IIB4-09](#)).

#### Computer Labs and Technology

- In 2021, the Pharos print service was in need of an upgrade. LLR reviewed vendor presentations from three major providers and made the decision to move forward with an upgrade for the existing Pharos system. Implementation of the upgrade required extensive work between UH System ITS and the campus network administrator to configure secure data communications between the print server and the Pharos cloud system. Reviews by procurement managers and IT systems managers for the UH System resulted in an approved printer service contract ([IIB4-10](#)).

### Analysis and Evaluation

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

## Conclusions on Standard II.B: Library and Learning Support Services

Kapi'olani Community College provides quality academic support services that are accessible to on-campus and distance learners and are continuously evaluated and improved utilizing the expertise of its faculty and staff.

### Evidence List

<a href="#">IIB1-01</a>	LLR Staff Directory
<a href="#">IIB1-02</a>	Convocation Slides Fall 2023
<a href="#">IIB1-03</a>	NEO Schedule 2022
<a href="#">IIB1-04</a>	Love My Library Event
<a href="#">IIB1-05</a>	LLR Updates Spring 2023
<a href="#">IIB1-06</a>	Library Blog
<a href="#">IIB1-07</a>	Library Instagram
<a href="#">IIB1-08</a>	Library Databases Website
<a href="#">IIB1-09</a>	OER OEN Blog Post
<a href="#">IIB1-10</a>	OER 101 Course Website
<a href="#">IIB1-11</a>	UHCC OER Annual Report 2022-23
<a href="#">IIB1-12</a>	2020 Collection Development and Management Policy
<a href="#">IIB1-13</a>	Scan Request Instructions
<a href="#">IIB1-14</a>	Faculty Information Literacy Award
<a href="#">IIB1-15</a>	Asynchronous Professional Development: ChatGPT and Research Assignments
<a href="#">IIB1-16</a>	SOS Workshops
<a href="#">IIB1-17</a>	2022 Tutoring ARPD
<a href="#">IIB1-18</a>	Campus Tutoring Website
<a href="#">IIB1-19</a>	CRLA ITTPC Certification
<a href="#">IIB1-20</a>	Tutor Lingo Purchase Order
<a href="#">IIB1-21</a>	Tutor.com Website
<a href="#">IIB1-22</a>	Online Learning Academy Website
<a href="#">IIB1-23</a>	Ho'ā Academic Peer Coaches Website
<a href="#">IIB1-24</a>	Testing Center Website
<a href="#">IIB1-25</a>	Memorandum Instructional Method Codes
<a href="#">IIB1-26</a>	2022 Testing ARPD
<a href="#">IIB1-27</a>	EdReady Website
<a href="#">IIB1-28</a>	ProctorU Email
<a href="#">IIB1-29</a>	ProctorU Exams Since 2018
<a href="#">IIB1-30</a>	Computer Lab Website
<a href="#">IIB1-31</a>	Library "Borrow Laptops and More" Website
<a href="#">IIB1-32</a>	Student Congress Newsletter October 2022
<a href="#">IIB2-01</a>	Library NURS Resources
<a href="#">IIB2-02</a>	Lamakū Meeting Notes 11-8-2021
<a href="#">IIB2-03</a>	Testing Center Meetings
<a href="#">IIB2-04</a>	KapIT Meetings 2019-20 to Present
<a href="#">IIB3-01</a>	2019-24 LLR CPR
<a href="#">IIB3-02</a>	2021 Library Continuous Improvement and Student Success Plans
<a href="#">IIB3-03</a>	2023 LLR Strategic Plan Goals

<a href="#">IIB3-04</a>	Library SLO Assessment
<a href="#">IIB3-05</a>	Library SAO Assessment
<a href="#">IIB3-06</a>	Spring 2022 Kapi'olani CC Peer Tutoring Services Survey Results
<a href="#">IIB3-07</a>	Fall 2022 Study Hub Impact Report
<a href="#">IIB3-08</a>	Lamakū and Testing Center SAOs
<a href="#">IIB3-09</a>	ITT Annual Report FY22
<a href="#">IIB3-10</a>	Testing Center Website Review
<a href="#">IIB3-11</a>	Sample of DTNS Meetings Jan 2022 to Feb 2023
<a href="#">IIB3-12</a>	2021 LLR Desktop Inventory
<a href="#">IIB4-01</a>	ExLibris Shared Cost Methodology
<a href="#">IIB4-02</a>	FY23 ExLibris Alma IDO
<a href="#">IIB4-03</a>	EBSCO Master Agreement 2022
<a href="#">IIB4-04</a>	ProQuest Master Agreement 2023
<a href="#">IIB4-05</a>	Library Survey Website
<a href="#">IIB4-06</a>	Tutor.com Agreement
<a href="#">IIB4-07</a>	Tutor.com UHCC Program Review 2020
<a href="#">IIB4-08</a>	Register Blast Service Agreement
<a href="#">IIB4-09</a>	Data Governance Approval for Register Blast
<a href="#">IIB4-10</a>	Pharos Contract

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## II.C. Student Support Services

### II.C.1.

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College's student support services range from academic counseling, admissions support, career exploration, disability support, financial aid counseling, mental health and wellness, and student life ([IIC1-01](#)). The College evaluates its student support services primarily through program review, student surveys, and review of grants and initiatives.

#### Program Review

Regular evaluation of student support service programs follow the College's continuous improvement cycles and vary per unit and organizational structure. The Student Affairs unit performs program review through the Annual Report of Program Data (ARPD) that evaluates student support services that fall under Student Affairs. Academic counselors submit reviews through their academic unit's ARPDs that include evaluation of counseling and advising within those respective programs ([IA3-02](#), p.8, [IA2-19](#), p.5). The ARPD includes counselor student

learning outcomes (SLO) assessment and other program data collected. Other student support services like admissions, records, and financial aid, conduct program reviews as a part of their unit reports ([IIC1-02](#)). Starting in 2023, all units are submitting and evaluating their contributions to the College's 2023-29 Strategic Plan.

In order to maintain quality support for students while continuously striving for excellence, student learning outcomes for support services are regularly assessed. See IIC2 for a more detailed discussion of this assessment. Some examples of improvements made as a result of SLO assessment are present in the Pāhihi 2019-20 Counseling Learning Report (CLR) and the Maida Kamber Center 2021-22 CLR ([IIC1-03](#), [IIC1-04](#)).

### Student Surveys

The College's Office for Institutional Effectiveness (OFIE) also provides survey data that guides student support services effectively and appropriately. Student surveys, such as the Community College Survey of Student Engagement ([IIC1-05](#)) and the Student Congress annual survey ([IIC1-06](#)), provide an opportunity for the College to evaluate student support services on a regular basis. One recent example of using mission-related data to improve a practice is the attempt to better align the fall and spring terms with the summer term. In fall 2022, Student Congress partnered with OFIE to survey students regarding their preferences for enrolling in summer school and identified key takeaways for the campus to pursue ([IA2-16](#), [IA2-17](#), [IA2-18](#)).

### Review of Grants and Initiatives

Student support services are delivered through both institutional programs and grant-driven initiatives. Two examples of grant-funded student support services are the Kūlia ma Kapi'olani Project and TRiO Student Support Services. The Kūlia ma Kapi'olani Project supports Native Hawaiian career and technical education students. They evaluate their services and make improvements, as evidenced in the 2022 Annual Grant Performance Report ([IIC1-07](#)). The TRiO Student Support Services program supports students who qualify as low income, first generation, or have documented disabilities. They also submit annual reports to the U.S. Department of Education that include program review and improvements ([IIC1-08](#)).

To promote collaboration and ensure communication across the various counseling units, the counselors meet as a part of the Counseling and Academic Advising Council (CAAC). The CAAC is responsible for discussion, analysis, and recommendations on issues related to academic advising, student engagement, development, success, and professional standards and practice ([IIC1-09](#)).

### **Analysis and Evaluation**

The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location and means of delivery, support student learning and ensure accomplishment of the mission of the College. The decentralized counseling and advising model at the College provides specialized support for the various CTE departments

and also for liberal arts students. In addition, counseling, advising, and mentoring is provided for many targeted populations at the College in order to provide for their specific needs. The review of services through the ARPDs include action plans to improve quality.

## **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**

Kapi'olani Community College provides support for students at various points along their higher-education journey, including outreach, first and second year advising, graduation and transfer counseling, and alumni outreach. Counselors at the College identified overarching counseling Program Learning Outcomes (PLOs) with specific Student Learning Outcomes (SLOs) that address: (1) career development and academic achievement, (2) campus, cultural, and community engagement, and (3) personal development and responsibility, during the 2019-2024 Counseling SLO Assessment cycle ([IIC2-01](#), [IIC2-02](#), [IIC2-03](#)). These learning outcomes are assessed on a regular basis and provide assurance that all delivery of support through modalities ranging from in person to virtual are aligned with the College's mission and values. Counselors have an assessment cycle for the ongoing evaluation and improvement of student services to ensure that these services are aligned with the needs of students ([IB6-03](#), [IIC2-04](#)). Counselors met in fall 2023 to reassess counseling PLOs, SLOs, rubrics, and reporting schedules for 2024-29 ([IIC2-05](#), [IIC2-06](#)).

The College uses assessment data to improve student support programs and services. For example, see the counseling learning reports for the First-Year Experience program ([IIC2-07](#)), the Online Learner Success program ([IIC2-08](#)), and the Ka'au Program for Student Mental Health & Wellness ([IIC2-09](#)). Student support faculty are also active members in campuswide assessment committees such as Faculty Senate ([IIC2-10](#)) in addition to discipline-specific assessment committees ([IIC2-11](#)).

Assessment results for student services are included in the Annual Report of Program Data (ARPD) for Student Affairs as well as the reports for academic programs that include counseling/advising services. These reports include analysis of assessment data and plans for improvement.

Additionally, student support services programs collect and analyze data relevant to their student population in order to drive program services and improvement. One example of this is the need for specific interventions for onboarding pre-health students. The First Year Experience program collected data that revealed a high percentage of incoming students' desire to enter nursing or other health careers offered by the College ([IIC2-12](#)). As a result of this discovery, the

HLTH 120 and IS 120 Introduction to Health Professions classes were developed and offered ([IIC2-13](#)). Their designated pre-health career pathways have expanded to support first-year students and Native Hawaiian cohorts have also been developed.

### **Analysis and Evaluation**

Each student support service area or program at the College identifies and assesses learning support outcomes and provides appropriate services to achieve those outcomes. The College uses assessment data to continuously improve student support.

#### **II.C.3.**

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

#### **Evidence of Meeting the Standard**

Kapi'olani Community College provides resources to students that are aligned with the College's open-door admissions policy. The College provides a full range of support services to support the diversity of students' needs regardless of service location or delivery method. Any student support services offered at the College are available to students in different modalities. Most programs use the STAR advisor platform, other programs use Google Calendar coupled with Zoom or Google Meet. Regardless, there is seamless delivery of services.

The college catalog provides a list of student support services and states that "student support services are provided for all students in all courses in face-to-face or technology-mediated sessions" ([IIC3-01](#)). The 2022-27 Distance Education Plan lists support services for online students ([IIA7-12](#), pp.72-97). According to the DE addendum on the Counseling Faculty Standards of Practice ([IIC3-02](#)), counseling faculty should provide equitable access to counseling services to all students (regardless of whether or not they are taking fully online, hybrid, or in-person classes).

Counseling faculty provide services to students through in-person meetings, email, video conferencing, telephone, and online advising tools, such as STAR Balance and STAR GPS ([IIC3-03](#), [IIA4-08](#)). The Kapi'olani CC website provides contact information for counselors, instructions on how to access online advising tools and/or make appointments, advising sheets for programs/majors, eligibility requirements, services offered, and intake processes for special populations ([IIC3-04](#)).

Counselors also provide outreach and support through multiple approaches such as the UH learning management system (Laulima), targeted email newsletters ([IIC3-05](#)), radio, podcasts, postal mail, social media, informational sessions, websites ([IIC3-06](#)), and subscribed text messaging ([IIC3-07](#)).

Examples of how student support services are delivered regardless of modality are:

- The Maida Kamber Center (MKC) provides counseling in the areas of graduation, career exploration, and transferring for liberal arts majors ([IIC3-08](#)). MKC schedules appointments with students in multiple modalities, including Zoom, phone, and in-person appointments ([IIC3-09](#)).
- The Success for Online Learners (S $\bar{O}$ L) module is a web-based module focused on student readiness and preparation for online learning success ([IIC3-10](#)). The module can be included into individual online courses by instructors. From AY 2018-19 to AY 2023-24, there have been over 24,000 completions of the module ([IIC3-11](#)).
- The library teaches information literacy and research workshops for both in-person and online classes (see IIB) and helps students with research questions in person or via phone, chat, text message, or Zoom ([IIC3-12](#)). In addition, the library loans laptops, hotspots, and other equipment for students to use at home during the semester ([IIB1-31](#)).
- The Kekaulike Center (admissions, financial aid, graduation, transcript evaluation, registrar) provides access and services to all prospective, first-time freshman, incoming-transfer, continuing, returning, and alumni students through phone, email, and in-person service windows. They provide support of online admissions application ([IIC3-13](#)), attaining a UH username ([IIC3-14](#)), online registration and student transcripts ([IC4-04](#)), ordering of Kapi'olani Community College official transcripts ([IIC3-15](#)), online student form requests ([IIC3-16](#)), submission of health clearance documents through Med Proctor, transcript credit evaluation application ([IIA10-03](#)), application for degree/certificate, and copy of diplomas ([IIC3-17](#)).
- Tutoring and mentoring across the campus also provides services in multiple modalities. The Lamakū Learning Center and the STEM Center provide tutoring services ([IB6-06](#), [IIA7-27](#)) and the Lunalilo Scholars and Kapo'oloku programs provide peer mentoring support ([IIC3-18](#)).
- The Student Undergraduate Research Fair (SURF) transitioned to all-virtual poster sessions as a result of the COVID-19 pandemic. As the College has adapted to student needs dictating that multiple modalities are offered, the most recent spring 2024 SURF provided options to attend both in-person and virtual poster sessions ([IIC3-19](#)).

### **Analysis and Evaluation**

The College ensures that equitable access to appropriate, comprehensive, and reliable student services is available to all students regardless of service location or delivery method. During the pandemic, the College shifted to meet the needs of our students and most instruction was conducted remotely. During the time of transition out of the pandemic, the

College explored alternative means of communication to share the range of resources available including social media, the website, and email announcements. Currently, the majority of students continue to take online classes and student support services are available in multiple formats to accommodate all students.

#### **II.C.4.**

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

#### **Evidence of Meeting the Standard**

Kapi’olani Community College’s Office of Student Life (OSL) supports the mission of the College by providing a range of co-curricular activities that strive to enhance students’ educational endeavors. The vision of OSL is to “create a welcoming and safe environment that promotes learning, professional networking, and friendship building.” See the OSL End of the Year Report AY 2022-23 for more details ([IIC4-01](#)). Examples of recent activities and events for students include ultimate frisbee ([IIC4-02](#)), jumbo scrabble ([IIC4-03](#)), the LGBTQ+ tea party ([IIC4-04](#)), the OSL Stress Relief Zone, and the Student Congress Therapy Dog event for students to destress at the end of the semester ([IIC4-05](#)).

The OSL encourages students to join registered independent organizations (RIOs), which are student clubs with academic, cultural, or social focuses ([IIC4-06](#)). Student clubs enrich students’ social, cultural, and educational experiences and provide opportunities for leadership development and networking opportunities. Current active RIOs include the Dance Club, Nā Kia’i Honua Kapi’olani CC Ecology Club, Pasefika Club, Psychology Club, Student Nurses’ Association, Engineering Club, and Esports Club.

There are three chartered student organizations (CSOs) at Kapi’olani Community College that are funded by student fees; Board of Student Activities (BOSA), Student Congress, and the Board of Student Publications (BOSP). The Board of Student Activities (BOSA) consists of a nine-member board of seven students and two faculty/staff members. BOSA is responsible for the planning and implementation of co-curricular student events centered around educational, cultural, social, and recreational means. BOSA and the Office of Student Life (OSL) are led by the student life coordinator and provide services, activities, and events for the campus community ([IIC4-07](#)). Part of the duties of BOSA is to evaluate funding requests from registered independent organizations (RIOs), also known as student clubs. See the BOSA 2022-23 End of the Year Report for a list of their initiatives, events, and financial report ([IIC4-08](#)).

According to their charter, the Associated Students of Kapi’olani Community College (ASKCC), also known as Student Congress, is the official voice representing the student body of Kapi’olani

Community College on matters of governance of the College and the University of Hawai'i System. Student Congress advises and participates, through established communication channels, in college governance in matters relating to student life, programs, activities, and other matters deemed appropriate" ([IIC4-09](#)). Student Congress develops and implements plans for programs and is sensitive to the needs and interests of the students and participation within the College community. Each spring, Student Congress surveys the student body to identify student needs and challenges that they can assist with in the following academic year ([IIC4-10](#), [IIC1-06](#)). Student Congress funds are used for operational expenses, leadership training activities and programs, and congress-approved projects. According to Articles V and X of the ASKCC charter regarding finances, short and long-term budgeting and expenditure of allocated funds are subject to review every year by the chancellor. Additionally, all governing bodies of the ASKCC shall be subject to annual audits in accordance with the College's schedule for audits of non general fund accounts.

The Board of Student Publications (BOSP) is responsible for promoting and overseeing student publications ([IIC4-11](#)). The mission of BOSP 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 emphases. Publications include the Kapi'ō News ([IIC4-12](#)), LĒ'ahi: Journal of Creative Arts, Ka Hue Anahā Journal of Academic Research and Writing, and Pueo o Kū: Journal of Science, Technology, Engineering, and Mathematics ([IIC4-13](#)). The board is also responsible for oversight of student journalism through Kapi'ō News.

The College, in support of its mission, engages in many co-curricular activities to support student learning, development, and civic and community engagement. Each semester there are a series of Mālama work days, where students, faculty, staff, and administration care for various areas of the campus including our native garden ([IIC4-14](#)). The College proudly deploys robust service learning and undergraduate research programs ([IIA7-23](#), [IIA7-17](#)).

### **Analysis and Evaluation**

The College's co-curricular programs support the College's mission and address institutional learning outcomes through relevant programming contributing to the social and cultural dimensions of the educational experience of its students. Policy and institutional oversight guide the establishment and management of these programs to ensure that they support student development and learning. The College recognizes students' role in governance and promotes co-curricular programs in developing student learning outside of the classroom.

#### **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**

### Evidence of Meeting the Standard

Kapi'olani Community College provides counseling and academic advising programs to support students along the matriculation pathway that includes onboarding through one of two options: the First-Year Experience or the Pāhihi Program for Returning Adults. Both routes assist students with standard onboarding conversations about program advising, transfer, and graduation ([IIC1-01](#)). In onboarding, counselors provide prospective students support to complete the application for admissions, the application for federal student aid (FAFSA), clearing health documentation requirements, and discussions about their college and career goals ([IIC5-01](#), [IIC5-02](#)).

The First-Year Experience program assists new students who have committed to the College and helps them to transition from application to their first and second year of courses that are aligned with their academic goals ([IIC5-03](#)). The First-Year Experience counselors then connect these students to academic counselors who will support them through their entire academic program. The academic counselors provide guidance that leads to degree completion and/or transfer to a baccalaureate-offering institution. In order to provide specialized academic counseling to students, academic counselors are embedded in the following departments: Business, Legal, and Technology (BLT), Culinary Arts, Health Sciences, Emergency Medical Services, Nursing, Hospitality, and the Maida Kamber Center for Career Exploration, Transfer, and Graduation Services, which supports the arts and sciences programs ([IIC3-08](#)).

If a student enters as a student who has already earned college credits, they work with the Pāhihi Program for Returning Adults. This program supports the onboarding process of doing unofficial transcript evaluations to capture a general overview of what a student has completed and what remains as they return to school to work towards an academic goal. The program works closely with the transcript evaluation office in the Kekaulike Center to support students through the transferring of credits into the institution. The Pāhihi Program for Returning Adults also provides career exploration, academic advising, support services to reacquaint students with academic culture and expectations, transitions the students to academic counselors on campus, and also supports programs that would address specific student needs ([IIC5-04](#)).

All students receive timely, accurate information on relevant academic, transfer, and graduation requirements on their possible or selected academic goals in numerous ways:

- Upon admission, all new, transfer, and returning students receive email notifications regarding introduction to the College and next steps.
- All new students participate in mandatory New Student Orientation (NSO) training to navigate onboarding and the registration process, learn about the campus and its resources, and ensure that they understand the requirements related to their program of study ([IIC5-05](#)).

- All students participating in the mandatory First-Year Experience (FYE) orientations must see a counselor within the desired academic unit before they are allowed to register.
- All incoming students are encouraged to attend the Ho‘opili orientation, a day of connecting students, faculty, and staff. This includes sessions for students to meet with their academic counselors, program faculty, and learn about all the resources available.
- Program prerequisites, admissions requirements (for select programs), degree requirements, and academic planning sheets are posted on the College website for easy student access ([IIA13-04](#), [IIC5-06](#), [IIC5-07](#)).
- Academic counselors work with program coordinators to communicate important policies, program updates, and deadlines to students via email and classroom presentations.
- Academic counselors work closely with UH System baccalaureate institutions to provide seamless transfer pathways for students.
- Transfer workshops are offered and designed for students transferring to four-year institutions.
- Counselors use the STAR GPS academic planner to help students understand their academic pathway, graduation requirements, and transfer options ([IIA4-08](#)). All students can access their STAR GPS planner through their MyUH web portal.

Students are also offered additional support by counselors for targeted populations. These programs include the Ka‘au Program for Mental Health and Wellness, Disability Support Services ([IIC5-08](#)), the Kapo‘oloku Program for Native Hawaiian Student Success, the Kuilei Outreach Program (high school outreach), the Student Parent Program, TRiO Student Support Services, the Veterans and Military Resource Center, and Online Learner Success. These programs strive to provide support for students to achieve their academic and personal goals.

Counseling and academic advising services are evaluated on a regular basis. As discussed in Standard IIC2, assessment is conducted on a regular cycle to ensure that student support services are aligned with student needs while addressing any gaps in services ([IB6-03](#), [IIC2-06](#)).

Professional development opportunities for counselors/advisors in their advising roles include: University of Hawai‘i Academic Advising and Transfer Network (UH-AATN) conferences, University of Hawai‘i Community Colleges Hawai‘i Student Success Institute (UHCC-HISSI), Kapi‘olani CC Counseling and Academic Advising Council (CAAC) professional development subcommittee, CAAC Counseling Student Learning Outcomes (SLO) assessment subcommittee activities, Kapi‘olani CC Summer Camp conference, UH Mānoa Ka‘ie‘ie Transfer workshops, and membership and engagement with professional organizations such as the National Association of Student Personnel Administrators (NASPA), the National Academic Advising Association (NACADA), the Hawai‘i Association for College Admission Counseling (HACAC), the American Counseling Association (ACA), etc. ([IIC5-09](#), [IIC5-10](#), [IIC5-11](#)).

### **Analysis and Evaluation**

The College develops, implements, and evaluates counseling and academic advising services to support student development and success. Students are supported both academically and personally throughout their time at the College and as they prepare for their next academic

goal. Students receive timely, useful, and accurate information about the requirements for programs, graduation, and transfer. The College tailors communication of information such as emails and handouts, and conducts orientations specifically for students entering the College for the first time, transferring from another college, or entering a specific program. Professional development opportunities on campus and elsewhere provide counselors the opportunity to learn best practices and to stay abreast of curricular changes across the system.

#### **IIC.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**

The College is an open-access, postsecondary institution. The College has adopted and adheres to admission policies consistent with its mission statement and with Board of Regents Policy 5.211, Admissions ([IIC6-01](#)), which specifies the functions and target population for community colleges. The College also follows the Board of Regents Policy 4.207 that supports the open-door admissions policy ([IIC6-02](#)), which states that students who are at least age 18, or earned a high school diploma, or earn a general education development (GED) diploma are eligible to apply to the College. The College's admission policies are stated in the College's catalog ([IA4-01](#), pp.34-43) and website. The Admissions website ([IIC6-03](#)) provides a link to the online application ([IIC6-04](#)) and individualized landing pages for first-time students, transfer students, returning students, senior citizens, and international students ([IIC5-01](#)).

Prospective students interested in one of the College's select programs must meet the respective program's admission requirements. Although our admission practices generally fall under the open-door admissions policy, the University of Hawai'i Board of Regents Policy 5.211 ([IIC6-01](#)) allows the community college to set forth guidelines that meet the standards of select programs. Selective admission programs at the College include Nursing, New Media Arts, Emergency Medical Services, and Health Sciences, where prerequisite skills and knowledge are necessary for program success and/or enrollment is limited by available resources. For example, one of the most competitive programs at Kapi'olani Community College is Nursing. However, under the philosophy of an open-door institution, the program sets the standard by providing wrap-around services that inform prospective students on the admission requirements. Students are provided with multiple means of communication through prerecorded or live information sessions ([IIC6-05](#)) that provide a comprehensive overview of the College's Nursing programs. Prospective students are provided supplemental documents ([IIC6-06](#)) that help map out their next steps. Finally, students are provided the opportunity to connect with our Nursing counselors ([IIC6-07](#)) to address any inquiries about the Nursing program.

UH System transfer initiatives such as Ka'ie'ie (for transfer to UH Mānoa) ([IIC6-08](#)), along with information on how to prepare for transfer to baccalaureate institutions, help students experience seamless transfer within and outside the UH System. Counselors advise students to meet the transfer requirements for advancing their educational degree ([IIC6-09](#)) and also help students understand transfer requirements by offering workshops each semester ([IIC6-10](#)).

### **Analysis and Evaluation**

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs and defines and advises students on clear pathways to complete degree, certificate, and transfer goals. The College provides clear, accurate, and consistent information through print, electronic format, websites, and public-service announcements. Students are guided along their academic pathway through UH systemwide initiatives such as the STAR Guided Pathway to Graduation tool and transfer workshops. Regular meetings of student affairs administrators provide for consistency of policies and procedures for all UH students.

#### **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 admissions practices at the College are bound by the open-door admissions policy ([IIC6-02](#)), which offers equal access to a University of Hawai'i community college certificate and/or degree. The University of Hawai'i (UH) registrars oversee the admission practices at their respective institutions. In order to provide fair and consistent practices between all of the UH campuses, the campus registrars meet on a regular basis to address any changes and adjustments to the admission practices which continue to provide equitable access to higher education ([IIC7-01](#)).

The College provides several placement options for students, including SAT, ACT, SmarterBalanced test scores, or high school GPA ([IIC7-02](#)). The College will also accept alternative placement options, including the Accuplacer and EdReady placement tests ([IIC7-03](#), [IIBI-27](#)). The UHCC System office regularly facilitates an evaluation of placement methods ([IIC7-04](#)). The UHCC English and Math placement guidelines were updated in AY 2021-22 following a review by UHCC English and Math faculty ([IIC7-05](#)). At the College level, the Nursing department recently conducted a pilot study regarding its ATI Test of Essential Academic Skills (ATI TEAS) entrance exam scores, identifying a valid minimum score to allow for a more diverse applicant pool. In addition, Math faculty are currently reviewing placement data to compare Accuplacer and EdReady as placement instruments.

## Analysis and Evaluation

The College regularly evaluates its admissions and placement instruments and practices to validate their effectiveness and to minimize bias. The regularly scheduled registrars meetings demonstrate its commitment to meeting the needs of our community fairly and equitably. For example, admission procedures for early college, establishing Hawai'i residency for tuition purposes, or changes to the online application portals are evaluated periodically at the registrars meetings which include members from the UH System office, UHCC System office, associate vice president for student affairs (AVPSA), vice chancellors for student affairs (VCSA), registrars, admissions officers, residency officers, Banner Central, and special guests. Placement instruments are evaluated at the System and College level.

### 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 has an established process to maintain student records permanently, securely, and confidentially, with provisions for secure backup and storage of both paper and digital files. Paper files of student records are stored in a secure location at the Kekaulike Center, which complies with the Family Educational Rights and Privacy Act (FERPA) ([IIC8-01](#)). In January 2019, the UHCC System office formed a Registrar Ad-Hoc Committee to review the retention management of student records. The College and UH follow guidelines from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for the records retention schedule.

UH Administrative Procedure (AP) 7.022 and Executive Policies 2.214 and 2.215 are designed to ensure that sensitive information is collected and maintained by the university in an acceptable manner, protecting the rights of students under FERPA ([IIC8-02](#), [IIC8-03](#), [IIC8-04](#)). The College strictly follows FERPA for the release of student records and provisions of FERPA are detailed in the College catalog ([IA4-01](#), pp.79-81). Students may access their individual password-protected records through their STAR portal.

Access to electronic student information is granted by campus administrative approval. The level of access to student data is determined by position and need for access to confidential information. Staff and faculty whose access is approved are required to sign a confidentiality agreement ([IIC8-05](#)). All student electronic data are maintained, backed up, and protected by the University of Hawai'i System Information Technology Services office.

UH Policy AP 2.215 Mandatory Training on Data Privacy and Security ([IIC8-06](#)) mandates that all UH employees take an annual Information Security Awareness Training. Employees are notified

when their training is about to expire, assuring that College employees are equipped with the most recent information around data privacy and security.

In addition to FERPA and the UH policies stated above, the College strictly complies with a number of other UH System policies, State of Hawai'i Revised Statutes, and external regulations that address the security of student information ([IIC8-07](#)). The College further holds responsible and requires all employees with access to student records, information, and data to comply with these policies.

### **Analysis and Evaluation**

The College maintains student records securely and ensures there are secure backups; procedures are established and followed for the 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 College abides by these policies. The College adheres to FERPA and information on FERPA is available in the College's catalog.

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### **Conclusions on Standard IIC: Student Support Services**

Kapi'olani Community College offers student support services aligned with its mission and regularly evaluates these services for improvement through the assessment of learning support outcomes. The College ensures equitable access of services to students regardless of service location or delivery method and adheres to admission policies consistent with its mission.

### **Evidence List**

<a href="#">IIC1-01</a>	Counseling Website
<a href="#">IIC1-02</a>	Kekaulike Center ARPD
<a href="#">IIC1-03</a>	Counseling Learning Report (CLR) - Pāhihi Program
<a href="#">IIC1-04</a>	Counseling Learning Report (CLR) - Maida Kamber Center
<a href="#">IIC1-05</a>	Community College Survey of Community Engagement
<a href="#">IIC1-06</a>	Student Congress Student Survey Results, Spring 2022
<a href="#">IIC1-07</a>	Kūlia ma Kapi'olani Annual Grant Performance Report
<a href="#">IIC1-08</a>	TRiO Annual Program Report
<a href="#">IIC1-09</a>	CAAC Meeting Agenda and Notes
<a href="#">IIC2-01</a>	Counseling PLO 1
<a href="#">IIC2-02</a>	Counseling PLO 2
<a href="#">IIC2-03</a>	Counseling PLO 3
<a href="#">IIC2-04</a>	Maida Kamber Center Assessment Timeline AY 2019-20
<a href="#">IIC2-05</a>	CAAC SLO Assessment Retreat Agenda Fall 2023
<a href="#">IIC2-06</a>	Counseling SLO Assessment 2024-2029
<a href="#">IIC2-07</a>	Counseling Learning Report (CLR) - First Year Experience AY 2021-22
<a href="#">IIC2-08</a>	Counseling Learning Report (CLR) - Online Learner Success AY 2021-22
<a href="#">IIC2-09</a>	Counseling Learning Report (CLR) - Ka'au Program AY 2021-22
<a href="#">IIC2-10</a>	Faculty Senate Committees

<a href="#">IIC2-11</a>	Standing Committee Membership
<a href="#">IIC2-12</a>	First Year Students by Intended Program FA19-FA23
<a href="#">IIC2-13</a>	HLTH 120 Catalog
<a href="#">IIC3-01</a>	Catalog Student Support Services
<a href="#">IIC3-02</a>	Counseling Faculty Standards of Practice 2017
<a href="#">IIC3-03</a>	STAR Advisor Recording
<a href="#">IIC3-04</a>	Health Sciences Counseling Website
<a href="#">IIC3-05</a>	Health Sciences EMS Nursing Newsletter
<a href="#">IIC3-06</a>	Go Kapi'olani CC Website
<a href="#">IIC3-07</a>	Onboarding Text Messaging
<a href="#">IIC3-08</a>	Maida Kamber Center Website
<a href="#">IIC3-09</a>	Maida Kamber Drop-in Hours and Appointments Form
<a href="#">IIC3-10</a>	Success Online Learners Module
<a href="#">IIC3-11</a>	Success Online Learners Module Summary
<a href="#">IIC3-12</a>	Library Contact Methods
<a href="#">IIC3-13</a>	Apply to UH Website
<a href="#">IIC3-14</a>	UH Username Website
<a href="#">IIC3-15</a>	NSC Transcript Ordering Center
<a href="#">IIC3-16</a>	Online Student Forms Website
<a href="#">IIC3-17</a>	Diplomas Website
<a href="#">IIC3-18</a>	Peer Mentor Appointment Screen
<a href="#">IIC3-19</a>	Guide SURF 2024
<a href="#">IIC4-01</a>	Office of Student Life EOY Report 2022-23
<a href="#">IIC4-02</a>	Sports Series Ultimate Frisbee
<a href="#">IIC4-03</a>	Jumbo Scrabble
<a href="#">IIC4-04</a>	LGBTQ+ Tea Party
<a href="#">IIC4-05</a>	OSL Events
<a href="#">IIC4-06</a>	Registered Independent Organizations Website
<a href="#">IIC4-07</a>	BOSA Budget 2023-24
<a href="#">IIC4-08</a>	BOSA EOY Report 2022-23
<a href="#">IIC4-09</a>	Student Congress Charter 2018
<a href="#">IIC4-10</a>	Student Congress Survey Results Summer 2023
<a href="#">IIC4-11</a>	Student Publications Website
<a href="#">IIC4-12</a>	Kapi'o News Website
<a href="#">IIC4-13</a>	Student Publication Submission Manager
<a href="#">IIC4-14</a>	Mālama Fall 2023
<a href="#">IIC5-01</a>	First-Time Students Website
<a href="#">IIC5-02</a>	Returning Students Website
<a href="#">IIC5-03</a>	FYE Website
<a href="#">IIC5-04</a>	Pāhihi Program Email
<a href="#">IIC5-05</a>	Advising and Registration Dates for Counselors Fall 2023
<a href="#">IIC5-06</a>	AA Liberal Arts in Art Academic Planning Sheet 2022-23
<a href="#">IIC5-07</a>	Animation Course Sheet 2022
<a href="#">IIC5-08</a>	Disability Support Services Office Website

<a href="#"><u>IIC5-09</u></a>	Academic Advising and Transfer Network 2022 Virtual Conference Program
<a href="#"><u>IIC5-10</u></a>	MIRO Virtual Symposium
<a href="#"><u>IIC5-11</u></a>	Virtual CC Counselor Visit
<a href="#"><u>IIC6-01</u></a>	BOR Policy 5.211 Admissions
<a href="#"><u>IIC6-02</u></a>	BOR Policy 4.207 Community College System
<a href="#"><u>IIC6-03</u></a>	Admissions Website
<a href="#"><u>IIC6-04</u></a>	UHCC Online Application
<a href="#"><u>IIC6-05</u></a>	Nursing Info Sessions Website
<a href="#"><u>IIC6-06</u></a>	Nursing Supplemental Docs
<a href="#"><u>IIC6-07</u></a>	Nursing Counseling Website
<a href="#"><u>IIC6-08</u></a>	Ka'ie'ie Program Website
<a href="#"><u>IIC6-09</u></a>	Transfer Checklist Form ADN to UHM
<a href="#"><u>IIC6-10</u></a>	Transfer Workshop Website
<a href="#"><u>IIC7-01</u></a>	Admissions and Registrar Meeting Agenda and Notes 06-08-2023
<a href="#"><u>IIC7-02</u></a>	Math and English Placement Options Website
<a href="#"><u>IIC7-03</u></a>	Accuplacer Information Website
<a href="#"><u>IIC7-04</u></a>	UHCC Placement Committee Meeting Agenda
<a href="#"><u>IIC7-05</u></a>	UHCC English and Math Placement Guidelines, AY 2021-22
<a href="#"><u>IIC8-01</u></a>	Consumer Information and Disclosures Website
<a href="#"><u>IIC8-02</u></a>	AP 7.022 Student Privacy Rights
<a href="#"><u>IIC8-03</u></a>	EP 2.14 Information Security Guidelines
<a href="#"><u>IIC8-04</u></a>	EP 2.215 Institutional Data Governance
<a href="#"><u>IIC8-05</u></a>	General Confidentiality Notice
<a href="#"><u>IIC8-06</u></a>	AP 2.215 Mandatory Training on Data Privacy and Security
<a href="#"><u>IIC8-07</u></a>	UH Info Security Policies

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# Standard III



**RESOURCES**

## Standard III: Resources

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

### III.A. Human Resources

#### III.A.1.

**The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### **Evidence of Meeting the Standard**

Kapi'olani Community College follows clearly defined criteria, qualifications, and procedures for selection of personnel that are aligned with the University of Hawai'i Community Colleges' (UHCC) personnel guidelines. Executive/managerial personnel, faculty, and professional staff are UH Board of Regents appointees subject to established classification and qualification rules. UHCC Executive Policy 9.212 is a policy for Executive/Managerial (E/M) classification, compensation, and recruitment ([IIIA1-01](#)) and Administrative Procedures 9.540 outlines the recruitment and selection of faculty and administrative, professional, and technical (APT) personnel ([IIIA1-02](#)). Support staff (clerical, grounds, janitorial, maintenance staff, etc.) are State of Hawai'i civil service employees subject to civil service classification and qualification rules ([IIIA1-03](#)).

Job openings are posted on the University of Hawai'i employment website. This site ([workatuh.hawaii.edu](http://workatuh.hawaii.edu)) supports online recruitment, the application process, and the screening system ([IIIA1-04](#)). The established criteria, minimum qualifications, procedures, and job descriptions accurately reflect what is required for each position to ensure that the applicants are qualified for those respective positions ([IIIA1-05](#), [IIIA1-06](#), [IIIA1-07](#), [IIIA1-08](#)). Many position advertisements also now include the desirable qualification "Evidence of commitment to Kapi'olani Community College's vision of positioning itself as a model indigenous-serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai'i and the world" in alignment with the mission and vision of the College ([IIIA1-07](#),

[IIIA1-08](#)). The College's Human Resources office trains screening committee members on the hiring procedures and ensures that they follow a process to verify the qualifications of applicants ([IIIA1-09](#), [IIIA1-10](#)).

A department, unit or program that needs to fill an existing vacant position or create a new position must ensure that the position description aligns with the program needs, the students' needs, and the College's mission and goals. The department chair and/or unit head submits a Critical to Fill Request for Hire form that includes the duties and responsibilities of the position, as well as a position description ([IIIA1-11](#)). The program administrators review the position to ensure that it meets programmatic needs before approval ([IIIA1-12](#), [IIIA1-13](#)).

Extramural staffing is provided through the Research Corporation of the University of Hawai'i (RCUH) with the assistance of the Grants Office. Extramural staffing is handled independently from the campus Human Resources department through the Grants Office. As one of the top extramural revenue generators among the UH community colleges, Kapi'olani CC's extramural portfolio requires additional staffing assistance from RCUH to ensure that project performance deliverables and compliance requirements are met. The UH Office of Human Resources reviews every RCUH staffing request to ensure these positions do not supplant faculty or APT staff positions, according to university procedures and collective bargaining agreements.

### **Analysis and Evaluation**

The College employs administrators, faculty, professional, and civil service staff who meet the educational requirements and have the training and experience needed to support the College's programs. The criteria, qualifications, and procedures for personnel are clearly posted. Position descriptions must align with the program and the College's mission and goals and are reviewed by the Human Resources department and program administrators, ensuring that the position description complies with established criteria for minimum qualifications and is designed to meet program needs.

### **III.A.2.**

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

### **Evidence of Meeting the Standard**

The College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter. Minimum qualifications (MQs) for faculty positions are established by the University of Hawai'i Community College Human Resources office (CCHR) in consultation with faculty members and administrators at the colleges ([IIIA2-01](#)). Faculty and lecturers (adjuncts) must meet the minimum degree qualification that is listed on

the job advertisement per the MQ guidelines ([IIIA2-02](#)).

College faculty and program administrators determine desired qualifications of the position and assist with screening applicants who would best fit the program and college goals and meet the needs of the students. Interview questions are crafted from the advertised duties and responsibilities of the faculty position and are designed to elicit information on whether the applicant meets the desired qualifications. Applicants may also be asked to demonstrate effective teaching scenarios and describe abilities that illustrate effective teaching. Faculty position recruitment requires documents that validate minimum and desirable qualifications through job applications, résumés or curricula vitae, statements of qualification, and the interview process ([IIIA1-09](#)).

The UHCC Faculty Classification Plan outlines the expectations for all faculty, which includes curriculum oversight for instructional faculty and student learning assessment ([IIIA2-03](#)). Faculty position descriptions are communicated through the job advertisement with a direct list of duties and responsibilities. Instructional (and some non-instructional) faculty job descriptions include curriculum oversight and assessment of student learning outcomes ([IIIA1-08](#), [IIIA2-04](#), [IIIA2-05](#)).

### **Analysis and Evaluation**

Recruitment practices, which include requiring minimum qualifications, agreement to the duties and responsibilities, and expectations of desired qualifications, ensure that faculty meet the requisite skills and subject-matter knowledge to perform their job. Qualifications include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the College. Faculty job descriptions include development and review of curriculum and assessment of learning.

### **III.A.3.**

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

### **Evidence of Meeting the Standard**

The College's administrators and other employees responsible for educational programs and services are qualified to perform their duties. Duties, academic qualifications, and job descriptions are established at the UH System level for executive/managerial (E/M) employees and administrative, professional, and technical (APT) support personnel.

The College follows the following UH System policies in hiring, retention, and promotion decisions. Executive Policy (EP) 9.212 ([IIIA1-01](#)) sets forth the policies and procedures to ensure the appointment of a qualified executive/managerial position with specific duties and responsibilities that reflect managerial and leadership requirements necessary to carry out the

strategic mission of the College and the UH System. See the recent job announcements for the Dean of Arts and Sciences ([IIIA1-07](#)), Vice Chancellor of Academic Affairs ([IIIA3-01](#)), and Vice Chancellor of Student Affairs ([IIIA3-02](#)).

The hiring manager works with the Human Resources (HR) office to prepare a new position description or to revise an existing position description ([IIIA3-03](#)). A committee is formed to screen candidates, propose evaluation criteria, develop interview questions, and to apply all necessary Equal Employment Opportunity and HR policies. Finalists for executive/managerial positions participate in open forums with the campus community to allow for feedback that is considered during the recommendation process. Hiring decisions for all executive/managerial positions involve an Appointing Authority and an Approving Authority, with the Approving Authority being at least one level above the Appointing Authority in the organization ([IIIA1-01](#)).

The minimum qualifications of an APT vary by pay band. In general, APTs in Band A are entry level, trainee, advanced trainee, or independent workers and in Band B are specialists, or working supervisors ([IIIA3-04](#)). The minimum qualifications ([IIIA3-05](#)) include:

- Bachelor's degree and professional work experience.
- Knowledge, skills, and abilities that apply to the field of work.
- Other specific qualifications may be set dependent on the nature of the position and level of responsibility.

### **Analysis and Evaluation**

The College employs administrators and other professional staff who possess the qualifications needed to perform the duties required to sustain the College's effectiveness and academic quality. Qualifications for administrative and staff positions require appropriate levels of educational training, degree, and experience. Job descriptions include minimum requirements, desirable skills, and required work duties.

#### **III.A.4.**

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

#### **Evidence of Meeting the Standard**

Faculty, administrators, and other employees have degrees from institutions which are accredited by recognized U.S. accrediting agencies or from recognized non-U.S. institutions for which degree equivalence has been established.

All faculty, administrators, and other employees must have the requisite degree from institutions that are accredited by recognized U.S. regional accrediting agencies ([IIIA4-01](#)). The College requires that transcripts have an official seal and are mailed directly from the degree-granting institution. Transcripts issued outside the U.S. require a course-by-course

analysis with an equivalency statement from an agency having membership with the National Association of Credential Evaluation Services (NACES), verifying the degree equivalency to that of an accredited institution within the United States. The expense of the evaluation is borne by the applicant. This is communicated to applicants in the job advertisement ([IIIA1-08](#), p.3).

All candidates seeking employment with the College must certify that all information contained in their job application and attachments is current, accurate, and complete to the best of their knowledge. Any false information may result in nonconsideration of their candidacy, withdrawal of an offer, or termination of employment ([IIIA4-02](#)).

### **Analysis and Evaluation**

The College employs faculty, administrators, and other employees with the required degrees from U.S. and non-U.S. institutions, following procedures to screen and select qualifying faculty, administrators, and staff with the appropriate credentials. An explicit condition upon hiring is the verification of degrees and certificates from accredited institutions and licenses from recognized bodies or state agencies.

#### **III.A.5.**

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

#### **Evidence of Meeting the Standard**

Evaluation policies and processes are in place for executive/managerial (E/M), faculty, APT, and civil service employees. Board of Regents Policy 9.213 ([IIIA5-01](#)) addresses the evaluation of all Board of Regents appointees, which covers executive/managerial, faculty, and APT. Executive Policy 9.203 ([IIIA5-02](#)) directs the implementation of BOR Policy 9.213. Administrative Procedure 9.170 ([IIIA5-03](#)) implements the evaluation processes for APT employees.

For E/M positions, as part of an annual performance evaluation, an anonymous online survey is completed by evaluators who are subordinates, peers, and constituents ([IIIA5-04](#)). E/M personnel are also evaluated on performance criteria ([IIIA5-05](#)). Faculty contract renewal and tenure/promotion review processes require systematic evaluation of faculty performance ([IIIA5-06](#), [IIIA5-07](#)). Faculty must be reviewed every five years if they have not applied for promotion within that time per college policy K9.203 ([IIIA5-08](#)). The Faculty Classification Plan outlines the primary responsibilities and expectations for faculty based on their rank ([IIIA2-03](#)). Lecturer evaluations follow UHCC Policy 9.104 and the College's policy K9.104 ([IIIA5-09](#)). APTs undergo a three-year probationary period and after the three-year period they are evaluated annually using the Performance Evaluation System (PES) ([IIIA5-10](#)). Civil service employees are

also evaluated annually by their supervisors on the anniversary of their initial hire, using the State of Hawai'i's Performance Appraisal System (PAS) ([IIIA5-11](#)).

### **Analysis and Evaluation**

The College follows the policies and procedures established by the UH System and UHCC to systematically evaluate its personnel in order to encourage improvement or acknowledge merit and/or excellent work. Evaluation results are discussed with personnel for the purpose of professional improvement. Records of the evaluations are kept in the files of the permanent employees.

### ~~III.A.6.~~

~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

### **III.A.7.**

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

### **Evidence of Meeting the Standard**

The College maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The UHCC monitors the ratio of full time to part time faculty and lecturers to assure compliance with the standard ([IIIA7-01](#)). The College's K9.495 Vacancy Procedure ([IIIA1-13](#)) ensures that positions are allocated to best serve the College's mission and achievement of its strategic goals and outlines the procedures to recruit a vacancy in the same discipline/area or to request a new position.

The need for additional positions must be identified in the program's ARPD and/or strategic plan implementation goal. The request shall be submitted through the Allocation Request Form (ARF) process to be considered by the campus constituencies and shall include a completed Request to Fill Critical Position form. If the Chancellor's Advisory Council recommends to the chancellor that the position is necessary and needs to be filled, the executive leadership team in consultation with the human resources manager shall determine the most appropriate mechanism to fill the requested position, including but not limited to reallocation of existing

vacant positions ([IIIA1-13](#)).

### **Analysis and Evaluation**

The College maintains a sufficient number of qualified full time and part time faculty to ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College has systems in place to monitor the data and a formal College procedure ensures that positions are allocated to the department, program, and/or unit with the greatest need, while also best serving the College's mission and achievement of its strategic goals.

#### **III.A.8.**

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

### **Evidence of Meeting the Standard**

Lecturers at the College are temporary, part time employees. Lecturers teaching more than eight TEs (teaching equivalencies) are members of the faculty collective bargaining unit, University of Hawai'i Professional Assembly (UHPA), and are covered by the collective bargaining agreement ([IIIA8-01](#)). Department chairs are responsible to orient lecturers to their programs and, depending on the department, program coordinators are asked to mentor them. The Human Resources Office also provides an orientation packet for lecturers ([IIIA8-02](#)). The College encourages lecturers to participate in all campus and UH System professional development opportunities. Lecturers are regularly evaluated per the College's Lecturer Evaluation Procedures ([IIIA8-03](#)), which are aligned with UHCC Policy ([IIIA8-04](#)). UH EP 5.221 *Classification of Faculty* includes the definitions and employment procedures for adjunct (non compensated) faculty and lecturers ([IIIA8-05](#)).

### **Analysis and Evaluation**

The College has employment policies and practices which provide for orientation, oversight, evaluation, and professional development for part time lecturers. The College provides opportunities for the part time lecturers so that they can integrate into the life of the institution. The College has systems in place to ensure that lecturers are integrated into the institution by honoring collective bargaining agreements, offering orientation and professional development, and fairly evaluating the progress of their work.

#### **III.A.9.**

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

### **Evidence of Meeting the Standard**

The College employs staff with the appropriate qualifications to support the needs of the institution. Qualifications for staff follow guidelines established by the UH System, UHCC, and the State of Hawai'i Department of Human Resources as discussed in IIIA1-3.

The UHCC monitors the number of staff and the type of support that they provide to the College ([IIIA7-01](#)). UHCC positions are controlled through legislative appropriation. The College's K9.495 Vacancy Procedure ([IIIA1-13](#)) ensures that positions are allocated to best serve the College's mission and achievement of its strategic goals and outlines the procedures to recruit a vacancy in the same discipline/area or to request a new position. The College also uses temporary positions and casual hire positions to supplement a need for support.

### **Analysis and Evaluation**

In general, the College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. During the COVID-19 pandemic, the UH president implemented a hiring freeze with limited exceptions ([IIIA9-01](#)). This freeze impacted the College by postponing recruitment of some faculty and staff positions. For example there was a lack of secretarial support for department chairs. Since the freeze was lifted in June 2023 ([IIIA9-02](#)), the Human Resources office has been working diligently to deal with the backlog of recruitment and fill vacant positions in alignment with the College's vacancy procedure.

#### **III.A.10.**

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

### **Evidence of Meeting the Standard**

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. Only the University of Hawai'i president has the authority to establish, amend, or abolish administrative leadership (executive/managerial) positions, except for positions that report directly to the Board of Regents or the president. The president delegates the approval to recruit and fill all E/M positions within their unit to the four-year chancellors, provost, and the vice president for community colleges for any position that does not report directly to them. This authority may not be further delegated ([IIIA1-01](#)).

Executive/managerial (E/M) positions have systemwide, campuswide, or major program responsibilities that are critical to fulfilling the strategic mission of the university. These positions are at-will. E/M positions are established based on the needs of the university and in a manner consistent with the university's organizational structure ([IIIA10-01](#)). While no formal administrative staffing ratios are established, the staffing levels for executive/managerial

employees are reviewed and compared across the community colleges.

E/Ms as of September 1, 2024:

Misaki Takabayashi, PhD, Chancellor

Nāwaʻa Napoleon, MA, Vice Chancellor for Academic Affairs

Lance Yamamoto, Acting Vice Chancellor for Administrative Services

Ellen Lokelani Kenolio, EdD, Vice Chancellor for Student Affairs

Michaelyn Nakoia Hall, PhD, Interim Executive Director of Strategy

Veronica Ogata, PhD, Dean of Arts and Sciences

Laure Burke, EdD, Interim Dean of Business, Legal, & Technology, Culinary, and Hospitality

Karen Boyer, MN, Interim Dean of Health Academic Programs

Carol Hoshiko, PhD, Assistant Dean of Community and Continuing Education

### **Analysis and Evaluation**

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. Positions are established and determined by the university president as part of the delegation of authority to assure the overall quality of the College.

#### **III.A.11.**

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

Personnel policies are established and published at all levels of the University of Hawai'i System.

- University of Hawai'i Board of Regents ([IIIA11-01](#)).
- UH Systemwide ([IIIA11-02](#), [IIIA11-03](#)).
- UH Community Colleges ([IIIA11-04](#)).
- Kapi'olani Community College Campus ([IIIA11-05](#), [IIIA11-06](#)).

Collective bargaining agreements also govern personnel actions for the covered employees. Employees are notified of these policies and where to find them during the human resources presentation at New Employee Orientation ([IIIA11-07](#)).

The College's Human Resources (HR) department ensures that it administers its personnel policies and procedures consistently and equitably. Compliance-related duties and responsibilities are part of the HR department. HR also trains administrators, faculty, and staff to perform personnel actions in compliance with established policies and procedures.

## **Analysis and Evaluation**

The institution has established, published, and adhered-to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and are equitably and consistently administered. Personnel policies are established and published at different levels of the university system, including the Board of Regents, UH System, UHCC, and College policies. The College's HR department administers these policies equitably and consistently.

### **III.A.12.**

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

#### **Evidence of Meeting the Standard**

The College is guided by the UH Board of Regents Policy 1.205, Policy on Nondiscrimination and Affirmative Action, to provide equity of opportunity in higher education ([IIIA12-01](#)). The University of Hawai'i is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. This policy covers admission and access to and participation, treatment, and employment in the University of Hawai'i's programs and activities. Discriminatory harassment, including sexual harassment, is prohibited under this policy.

The UH System Equal Employment Opportunity/Affirmative Action (EEO/AA) office ([IIIA12-02](#)) assists with the development and implementation of policies and procedures for the UH System. This assistance includes advising departments and search committees on recruiting and retaining a diverse workforce, auditing personnel practices, preparing annual affirmative action plan reports, investigating and resolving employee complaints, and sponsoring educational programs to ensure an environment free from discrimination and harassment.

The UHCC EEO/AA office ([IIIA12-03](#)) works with the Campus EEO officer to implement policies and procedures through its Affirmative Action Plan (AAP) and by conducting workshops and search committee briefings, providing online training, providing advice and resources on the disability accommodation process, and through the investigation and resolution of complaints ([IIIA12-04](#)). The training includes topics such as nondiscrimination, equal opportunity, implicit bias awareness, accessible interviews, and methods for investigating and resolving complaints. EEO officers meet monthly to discuss relevant issues.

A component in the College's AAP requires that an annual assessment is conducted to ensure that the goals for employment equity and diversity are met. Data collected from all campus

departments and units of gender and ethnicity is tracked, reviewed, and matched to nationally and industrywide benchmarks and best practices. This report is sent to the federal government. If there are any shortages, future recruitment can target underrepresented applicants. One way to reach a diverse applicant pool is through widespread placement of a job advertisement.

In addition, the College's policies and procedures also allow for representatives that support and look after maintaining fair treatment, representation, and diversity among personnel. 'Aha Kalāualani, the College's Native Hawaiian governance organization, supports and advocates for Native Hawaiian employees and works to educate the campus on the language and culture. The UH Commission on the Status of Women provides trainings and evaluation of policies ([IIIA12-05](#)), and the UH Commission on Lesbian, Gay, Bisexual, Transgender, and Queer+ (LGBTQ+) Equality ([IIIA12-06](#)) provides Safe Zone trainings for the College ([IIIA12-07](#)).

### **Analysis and Evaluation**

The College maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission. EEO/AA policies are upheld through the Campus AAP and the Campus EEO Officer. The AAP implements fair procedures, assesses, and provides guidelines to support and maintain diverse personnel.

### **III.A.13.**

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

### **Evidence of Meeting the Standard**

All UH System employees, including those at the College, are subject to State of Hawai'i ethics rules and regulations. The State Ethics Code (Hawai'i Revised Statutes, Chapter 84) applies to all state employees and it outlines the penalties for violations ([IIIA13-01](#), [IIIA13-02](#)). UHCC Policy 5.211 ([IC7-01](#)) is a statement on professional ethics of faculty, adopted by the Community College System. BOR Policy 12.201 ([IIIA13-03](#)) addresses ethical conduct in research and scholarly activities. All employees must take the state's mandated online ethics training course ([IIIA13-04](#), [IIIA13-05](#)). The College's Human Resources department ensures that employees are informed of the training via email ([IIIA13-06](#), [IIIA13-07](#)).

### **Analysis and Evaluation**

The Human Resources department informs the College's employees of the mandatory ethics training and keeps a record of the certification of employees who have completed the ethics training. All staff, faculty, and administrators are subject to state of Hawai'i ethics rules and regulations. Policies are available on the UH System's HR website. The College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

### III.A.14.

**The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Evidence of Meeting the Standard**

Kapi'olani Community College and the UH System provide all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. Here are a few examples:

- Kapi'olani Summer Camp was a response to the need for both connection and professional development during the pandemic. The inaugural event in 2020 focused on teaching and learning online and the use of technology and web-based tools for education and/or educational support services. There were 43 sessions and a total participation count of 1,431 in the first year. This College-sponsored event has offered this professional development experience each summer since, growing to 54 sessions in the summer of 2023. Presenters and participants from all ten UH campuses and beyond engage in this peer-reviewed conference, and it is free and open to all in alignment with the College's mission and values ([IIIA14-01](#), [IIIA14-02](#)).
- The week-long ALOHA E Institute ([IIIA14-03](#)), a Title III grant partnership between Kapi'olani Community College and Chaminade University, has three tracks to support faculty in different areas of professional development: Active Learning, Online Hui, and 'Āina, or culture-based education. This institute began in 2021 and has continued in 2022 and 2023, and will happen again in summer 2024. The facilitators evaluate the institute each year to measure impact and make improvements for the following year ([IIIA14-04](#)).
- Kūkalahale is a Title III grant partnership between Honolulu Community College and Kapi'olani Community College. This program offers a variety of workshops to increase knowledge of Hawaiian culture and traditional practices ([IIIA14-05](#)). It also offers a yearlong in-depth training for employees who want to be able to implement indigenous education frameworks into their work ([IIIA14-06](#)).
- The College's instructional designers develop support resources and provide professional development and training workshops on various technology tools for faculty, staff, and administrators. See IIC4 for a detailed description of the professional development they provide to support faculty and staff in the effective use of technology.
- In addition, the College has a faculty development fund and a staff professional

development fund, which are managed by their respective Faculty Development Council and Staff Council members. Faculty and staff can request funding to cover registration fees, airfare to attend conferences, and/or classes for professional development ([IIIA14-07](#), [IIIA14-08](#)).

- The UH System and UHCC offer professional development programs that are open to faculty and professional staff from each institution from within the System. These opportunities include the UH System’s President’s Emerging Leaders Program (PELP) ([IIIA14-09](#)) and the Wo Learning Champions ([IIIA14-10](#)). Faculty and staff apply to become members of each cohort.
- The Hawai’i Student Success Institute (HiSSI) ([IIIA14-11](#)) is an annual professional development day for the faculty and staff from the UH Community Colleges. The purpose of this day is to encourage sharing of best practices in teaching, learning, student support, and other support services across the seven UH community colleges ([IIIA14-12](#)). Following the event, the organizers send an evaluation survey to attendees and make improvements based on the feedback received ([IIIA14-13](#)).
- There are also online resources available to all personnel throughout the University of Hawai’i System that offer professional development training ([IIIA14-14](#)). All UHCC employees also have access to Innovative Educators’ Go2Knowledge membership. Go2Knowledge offers training on a wide range of topics relevant for higher education via live webinars and a digital library for on-demand access ([IIIA14-15](#)).

Announcements are made to all University of Hawai’i personnel for upcoming training options from various entities ([IIIA14-16](#), [IIIA14-17](#)). Emails are sent out to personnel on a regular basis and notifications are also sent out via the College’s online news and events and listservs regarding opportunities for professional development. The Staff Council sends email to its constituents utilizing its listserv ([IIIA14-18](#)) and the Chancellor’s Advisory Council’s listserv is also often used to disseminate information to faculty and staff ([IIIA14-19](#)).

### **Analysis and Evaluation**

The College actively provides professional development opportunities to faculty and staff by offering workshops, webinars, conferences (online and in person), training sessions, etc. The College also asks for evaluations at the end of these sessions to determine if improvements need to be made. The Chancellor has appointed a Professional Development Task Force to meet in spring 2024 and conduct a needs assessment of professional development at the College and provide recommendations for improvement ([IIIA14-20](#)).

### **III.A.15.**

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

### Evidence of Meeting the Standard

The College implements established procedures for the maintenance, security, and confidentiality of official personnel files under UH Systemwide policy and in accordance with state law. The College is the designated custodian of the official personnel records and files and is responsible for keeping the files accurate, complete, up to date, and in conformity with applicable provisions of the appropriate collective bargaining agreements ([IIIA15-01](#)).

Personnel records are kept in a secure storage room with alarm and access codes. The confidentiality and management of these records are governed by three policies:

- Fair Information Practice (Confidentiality of Personnel Records) ([IIIA15-02](#)).
- Institutional Records Management ([IIIA15-03](#)).
- Personnel Records ([IIIA15-01](#)).

College personnel have access to their records as required by state law, UH System policy, and collective bargaining agreements ([IIIA15-02](#), [IIIA15-03](#)). College personnel may request their documents from the Human Resources department ([IIIA15-04](#)).

### Analysis and Evaluation

The institution has established provisions for the security and confidentiality of personnel records. Each employee has access to their personnel records in accordance with law. Records retention policies, including security and confidentiality, are established by the UH System in accordance with state law. Under the UH System policy and state law, the College maintains and manages access to its personnel records.

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### Conclusions on Standard III.A: Human Resources

Kapi'olani Community College effectively uses its Human Resources (HR) to maintain the integrity and quality of its programs and employs personnel who are qualified to support the College's programs and services. The College has continued to maintain effective administrative leadership and services that support the institution's mission and purposes. There have been challenges in hiring qualified personnel due to a hiring freeze during the COVID-19 pandemic, however the College requested and continues to fill positions to address the needs of the institution in serving its student population.

### Improvement Plan

Standard	Change or Plan	Person(s) Responsible	Timeline	Expected Outcome
IIIA9	Decrease the number of vacant positions at the College.	Vice Chancellor of Administrative Affairs & Human Resources	Fall 2024 - Spring 2026	Continue to prioritize and fill vacant positions. Ensure Human Resources has

sufficient staff and efficient processes for hiring.

## Evidence List

<a href="#">IIIA1-01</a>	Executive Policy 9.212 Executive/Managerial Classification and Compensation
<a href="#">IIIA1-02</a>	Administrative Procedure 9.540 Recruitment and Selection of Faculty and APT Personnel
<a href="#">IIIA1-03</a>	State of Hawai'i HR System Policies and Procedures Manual Index
<a href="#">IIIA1-04</a>	UH Employment Website
<a href="#">IIIA1-05</a>	Job Bulletin HR Specialist
<a href="#">IIIA1-06</a>	Civil Service Recruitment Secretary II
<a href="#">IIIA1-07</a>	Job Bulletin Dean of Arts and Sciences
<a href="#">IIIA1-08</a>	Job Bulletin Instructor Anatomy and Physiology
<a href="#">IIIA1-09</a>	Screening Committee Memo
<a href="#">IIIA1-10</a>	Screening Committee Training
<a href="#">IIIA1-11</a>	Kapi'olani CC Critical to Fill Request in Kualii Build
<a href="#">IIIA1-12</a>	Flow Chart Position Vacancy Process
<a href="#">IIIA1-13</a>	K9.495 Vacancy Procedure
<a href="#">IIIA2-01</a>	Minimum Qualifications for Faculty Positions 2020
<a href="#">IIIA2-02</a>	Minimum Qualifications Liberal Arts Instruction/Academic Support/Student Services
<a href="#">IIIA2-03</a>	UHCC Faculty Classification Plan 2022-23
<a href="#">IIIA2-04</a>	Job Bulletin Instructor Accounting
<a href="#">IIIA2-05</a>	Position Description Hawai'i-Pacific Resources Librarian
<a href="#">IIIA3-01</a>	Job Bulletin Vice Chancellor for Academic Affairs
<a href="#">IIIA3-02</a>	Job Bulletin Vice Chancellor for Student Affairs
<a href="#">IIIA3-03</a>	Sample Executive/Managerial Position Description Executive VP for Academic Affairs
<a href="#">IIIA3-04</a>	APT Band Guidelines
<a href="#">IIIA3-05</a>	Minimum Qualifications Templates for APT Positions
<a href="#">IIIA4-01</a>	Degrees Held by Faculty and Staff
<a href="#">IIIA4-02</a>	Candidate Release Form
<a href="#">IIIA5-01</a>	BOR Policy 9.213 Evaluation of Board of Regents' Appointees
<a href="#">IIIA5-02</a>	Executive Policy 9.203 Evaluation of Faculty and APT Employees
<a href="#">IIIA5-03</a>	A9.170 Performance Evaluation of APT Personnel
<a href="#">IIIA5-04</a>	360 Degree Survey
<a href="#">IIIA5-05</a>	UHCC Policy 9.202 Executive Employees Performance Evaluation
<a href="#">IIIA5-06</a>	Contract Renewal Checklist
<a href="#">IIIA5-07</a>	UHCC Guidelines for Tenure and Promotion
<a href="#">IIIA5-08</a>	K9.203 Faculty Five-Year Review Procedures
<a href="#">IIIA5-09</a>	K9.104 Lecturer Evaluation Procedures
<a href="#">IIIA5-10</a>	APT Performance Evaluation Guide
<a href="#">IIIA5-11</a>	State of Hawai'i Annual Employee Performance Appraisal

<a href="#"><u>IIIA7-01</u></a>	Number of Personnel and FTE by Campus
<a href="#"><u>IIIA8-01</u></a>	UHPA Agreement 2021-25
<a href="#"><u>IIIA8-02</u></a>	Lecturer Orientation Packet
<a href="#"><u>IIIA8-03</u></a>	K9.104 Lecturer Evaluation Process
<a href="#"><u>IIIA8-04</u></a>	UHCC Policy 9.104 Lecturer Evaluation
<a href="#"><u>IIIA8-05</u></a>	Executive Policy 5.221 Classification of Faculty
<a href="#"><u>IIIA9-01</u></a>	Freeze Exception Requests Memo
<a href="#"><u>IIIA9-02</u></a>	Termination of Pandemic-Related Fiscal Directives Memo
<a href="#"><u>IIIA10-01</u></a>	Organization Charts
<a href="#"><u>IIIA11-01</u></a>	BOR Policies Chapter 9 Personnel
<a href="#"><u>IIIA11-02</u></a>	Executive Policies Chapter 9 Personnel
<a href="#"><u>IIIA11-03</u></a>	Administrative Procedures Chapter 9 Personnel
<a href="#"><u>IIIA11-04</u></a>	UHCC Policies
<a href="#"><u>IIIA11-05</u></a>	K1.100 Policy on the Policy Development Process
<a href="#"><u>IIIA11-06</u></a>	Policies and Plans Website
<a href="#"><u>IIIA11-07</u></a>	New Employee Orientation Human Resources Department Slides
<a href="#"><u>IIIA12-01</u></a>	Board of Regents Policy 1.205 Policy on Nondiscrimination and Affirmative Action
<a href="#"><u>IIIA12-02</u></a>	UH System Equal Employment Opportunity and Affirmative Action Office Website
<a href="#"><u>IIIA12-03</u></a>	UHCC Equal Employment Opportunity and Affirmative Action Website
<a href="#"><u>IIIA12-04</u></a>	UH EEO/AA Policies
<a href="#"><u>IIIA12-05</u></a>	UH Commission on the Status of Women Website
<a href="#"><u>IIIA12-06</u></a>	UH Commission on LGBTQ+ Equality Website
<a href="#"><u>IIIA12-07</u></a>	Safe Zone Training RSVP
<a href="#"><u>IIIA13-01</u></a>	Hawai'i Revised Statutes Chapter 84 Standards of Conduct
<a href="#"><u>IIIA13-02</u></a>	Guide to the State Ethics Code
<a href="#"><u>IIIA13-03</u></a>	Regents Policy RP 12.201 Ethical Standards of Conduct
<a href="#"><u>IIIA13-04</u></a>	Governors Message Number 1266 Mandatory Ethics Training
<a href="#"><u>IIIA13-05</u></a>	Hawai'i State Ethics Commission Mandatory State Ethics Training
<a href="#"><u>IIIA13-06</u></a>	Mandatory State Ethics Training Email 2022
<a href="#"><u>IIIA13-07</u></a>	Mandatory State Ethics Training Email 2023
<a href="#"><u>IIIA14-01</u></a>	Kapi'olani Summer Camp Schedule
<a href="#"><u>IIIA14-02</u></a>	Kapi'olani Summer Camp Data
<a href="#"><u>IIIA14-03</u></a>	ALOHA E Institute Website
<a href="#"><u>IIIA14-04</u></a>	ALOHA E Evaluation Report
<a href="#"><u>IIIA14-05</u></a>	Kūkalahale Workshops January 2024
<a href="#"><u>IIIA14-06</u></a>	E Ho'i Nā Wai Indigenous Education Professional Learning Program
<a href="#"><u>IIIA14-07</u></a>	Staff Development Fund Application 2023
<a href="#"><u>IIIA14-08</u></a>	UH Training Request Form
<a href="#"><u>IIIA14-09</u></a>	President's Emerging Leaders Program

<a href="#">IIIA14-10</a>	Wo Learning Champions
<a href="#">IIIA14-11</a>	Hawai'i Student Success Institute (HiSSI) Website
<a href="#">IIIA14-12</a>	HiSSI Program 2023
<a href="#">IIIA14-13</a>	HiSSI Evaluation Link Email
<a href="#">IIIA14-14</a>	TALENT Website
<a href="#">IIIA14-15</a>	GO2Knowledge Flyer
<a href="#">IIIA14-16</a>	UH Online Innovation Center Professional Development 2023
<a href="#">IIIA14-17</a>	HiSSI Announcement 2023
<a href="#">IIIA14-18</a>	Announcement Safe Zone Training
<a href="#">IIIA14-19</a>	CAC Professional Development Announcement 2023
<a href="#">IIIA14-20</a>	Professional Development Task Force Member Nomination Email
<a href="#">IIIA15-01</a>	Administrative Procedure A9.075 Personnel Records - BOR Appointees
<a href="#">IIIA15-02</a>	Administrative Procedure A9.025 Fair information Practice
<a href="#">IIIA15-03</a>	Executive Policy 2.216 Institutional Records Management
<a href="#">IIIA15-04</a>	HR Documents Request Form

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## III.B. Physical Resources

### III.B.1.

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

#### Evidence of Meeting the Standard

Kapi'olani Community College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The majority of courses and programs of the College are located on its main campus in Kaimukī, O'ahu. The College also regularly offers Emergency Medical Services programs at UH Maui College, Hawai'i Community College, and periodically at Kaua'i Community College, as well as Nursing programs at Leeward Community College. All locations are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

The vice chancellor of administrative services (VCAS) oversees the physical resources at the College to ensure access, safety, security, and a healthful learning and working environment. The College's facilities manager (FM) leads a crew of approximately 40 operations and maintenance (O&M) staff responsible for daily repairs and general maintenance of the College's facilities, maintaining grounds and landscaping, and ensuring a clean and healthy campus environment ([IIIB1-01](#), [IIIB1-02](#)).

The O&M unit is divided into building maintenance, grounds, and janitorial services. The maintenance staff oversees the upkeep of physical facilities, air conditioning, electrical, and

plumbing systems to ensure their safe and efficient operation. The grounds staff is responsible for maintaining landscaping, lawns, and outdoor spaces, ensuring they remain clean, safe, and aesthetically pleasing. They address potential threats such as pest infestations, tripping hazards, and fire risks. The janitorial provides general cleaning of both indoor and certain outdoor spaces, ensuring that offices, instructional areas, and restrooms are consistently cleaned and sanitized.

The FM continuously monitors and assesses daily operations. All issues are promptly reported to the FM via the network of 40 O&M staff and quickly resolved under the FM's direct supervision. The FM promptly sends email notifications to all campus employees regarding construction, repair, and safety concerns ([IIIB1-03](#)).

Faculty and staff can report facilities issues and request services such as repairs, cleaning, etc. via the online Facilities Use & Service Request form ([IIIB1-04](#)). Electronic work order tickets and reports from employees are collected, prioritized, tracked, and responded to in a timely manner. To address the need for enhanced management of facilities requests in terms of both thoroughness and timeliness, an internal procedure has been recently developed to oversee and regulate this process ([IIIB1-05](#)).

The University of Hawai'i Community Colleges (UHCC) Facilities and Environmental Health (FEH) office ([IIIB1-06](#)) ensures safe and sufficient physical resources by supporting major repairs, major renovations, and projects with new construction. Projects in this category typically engage design consultants, including specialists addressing environmental, safety, and accessibility (ADA) concerns. FEH ensures that projects are completed effectively, timely, and in compliance with all applicable federal, state, and county laws and policies.

FEH helps the College ensure that its physical facilities are accessible. The State of Hawai'i's Disability and Communication Access Board reviews and makes recommendations on all plans and designs for the College's construction and renovation projects as required by state law to ensure projects meet Americans with Disabilities Act (ADA) requirements ([IIIB1-07](#), [IIIB1-08](#)).

The College undergoes continuous and systematic assessments of facility accessibility ([IIIB1-09](#)). The most recent accessibility project, finalized in December 2020, included substantial improvements to walkways and ramps in the area connecting the Health Sciences buildings and the Student Center complex.

All UHCCs are supported by a centralized Environmental Health and Safety unit ([IIIB1-10](#)). This unit collaborates with the College to create and implement various health and safety training and awareness programs. These programs encompass training and guidance on hazardous materials and waste management, asbestos and lead abatement, indoor air quality, fire safety, and stormwater discharge.

In March 2020, the global COVID-19 pandemic created unprecedented adaptations in campus operations. To protect the College community's health and safety, Kapi'olani CC followed UH

System guidance and moved all instruction and services to remote delivery. In May 2020, the former chancellor formed the COVID-19 Comeback Committee to develop a plan for the safe return of students and employees to campus ([IIIB1-11](#)). Staff, faculty, and administrators from across campus met in subcommittees to discuss and provide recommendations to the administration. This led to the creation of the COVID-19 Comeback Plan that was implemented starting in fall 2020 ([IIIB1-12](#)).

The Safety and Emergency Management (SEM) unit ensures campus safety and security officers are on duty 24/7 to perform routine patrols, control traffic, and respond to campus incidents and emergencies. Officers submit an activity log for each shift ([IIIB1-13](#)). If a situation arises regarding a natural or situational disaster, the SEM unit will refer and follow the established safety protocols via the College's Emergency Management Plan ([IIIB1-14](#)). The College publishes an Annual Security Report that is in compliance with the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) ([IIIB1-15](#)). To further enhance safety on campus, the state provided six new university security officers over the past two years to effectively double the number of officers available ([IIIB1-16](#)). The College also contracts security services to supplement its workforce and provide additional coverage as needed ([IIIB1-17](#)).

### **Analysis and Evaluation**

The College provides students and employees with a safe, accessible, and healthful learning and working environment. Campus buildings are constructed, maintained, or renovated to ensure full access and comply with building code standards. The College employs a maintenance staff and security staff that provide assistance with access, safety, and security at all hours as appropriate. The College's Emergency Management Plan was last updated in 2014 and will be updated after the hire of a new Security and Safety Manager.

### **III.B.2.**

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

### **Evidence of Meeting the Standard**

The Kapi'olani Community College Strategic Plan, Annual Report of Program Data (ARPD) reports, and UH Board of Regent policies guide the College's planning and decisions about physical resources. The College's new Strategic Plan emphasizes the importance of maintaining a clean, safe, and accessible campus with the goal to revitalize campus infrastructure ([IA2-13](#), p .8).

The ARPD process, which is completed by all instructional, student support, and academic support programs, provides the programs with the opportunity to identify and justify

equipment, and if necessary, facility needs. The process also requires that programs consider the College's mission and strategic plan, as well as program student learning outcomes. For example, the 2021 Culinary Arts ARPD includes a plan to update culinary facilities ([IIIB2-01](#)). Based on this need, the UH System requested capital improvement project funds to replace the HVAC system, install a new fire sprinkler system, and other renovations to the culinary facilities. The funding for the project was appropriated and released ([IIIB2-02](#)).

Using the Strategic Plan and ARPD to identify facilities needs ensures the alignment between facilities planning and the College mission. The process culminates in a six-year Capital Improvement Projects Plan that allows the College to connect capital investments with strategic goals and objectives. The plan also provides a comprehensive view of the financial commitments required for sustained growth and development ([IIIB2-03](#)).

Facilities projects are generally funded through state-funded appropriations and include funding for deferred maintenance projects and renovation projects. Projects are prioritized at the UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors which include the frequency of work order occurrences, failure of systems, complaints from users, backlog/useful life information, and space needs.

Since the last accreditation report of 2018 the College has completed 19 projects, and those in progress for 2022-23 are also cited below:

Past Projects: 2018-2022:

- 'Ilima 205-206 renovation - Title III.
- Naio building renovation - UHCC System.
- Koki'o building assessment and design - UHCC System.
- 'Ōhi'a auditorium and foyer renovation - UHCC System.
- Phase II PV panel development and implementation - Performance Contract.
- 'Ōhi'a cafeteria renovation - UHCC System.
- Manono building renovation - Title III.
- 2nd floor 'Iliahi renovation - Title III.
- Parking Lot C resurfacing - UHCC System.
- Dental Lab renovation - Title III.
- Bookstore renovation - UH Mānoa Bookstore.
- Parking Lot B resurfacing - UHCC System.
- Parking Lot A resurfacing - UHCC System.
- Culinary Institute of the Pacific, Phase I - State Appropriation.
- Alani fire alarm - Campus Repair and Maintenance (R&M).
- KISC renovation - Campus Repair and Maintenance (R&M).
- Lot D resurfacing - UHCC System.
- Service road resurface - UHCC System.
- ADA Improvements Phase 1 - UHCC System.

### **Ongoing Projects: 2022-2024**

- Kalia 201-202 and 103 renovation - System Repair and Maintenance (R&M) and Title III.
- Bilingual room sign replacement - Title III.
- Olopuia renovation - UHCC System.
- 'Ōhelo mechanical renovation - UHCC System.
- Koki'o mechanical renovation - UHCC System.

Equipment needs are identified and prioritized using the Planning and Assessment Integration with Resource Allocation (PAIR) process described in Section III.D.1. In addition to campus funds, the College leverages various sources to acquire equipment, including Perkins allocations, extramural grants, and UHCC System funds. The UHCC System provides equipment replacement funds to support campus efforts to maintain properly functioning and current equipment. The College administration asks departments and units to submit requests for equipment replacements every year and submits the approved list to UHCC. See the approved list for FY 2023 ([IIIB2-04](#)).

### **Analysis and Evaluation**

Facilities planning and new physical resources are aligned to the College mission and values through the Strategic Plan. The ARPD and PAIR processes allow programs to identify physical resource needs in response to their program assessment and in alignment with the mission and Strategic Plan of the College. As industry demands grow, the college assesses the allocation of physical resources to sufficiently meet program needs.

### **III.B.3.**

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

### **Evidence of Meeting the Standard**

The College uses a number of tools to monitor facilities, track work requests, manage workload, plan work activities, and manage projects. The AiM system ([IIIB3-01](#)) is used to assist with facilities, scheduling, and work management. The AiM system offers four basic functionalities: Work Order Management, Space Planning, Property Data Management, and Asset Tracking. The campus' primary use of AiM is to track work orders for workload planning and project management. A campus scheduler system provides utilization reports for closer inspections and analysis of effective space use ([IIIB3-02](#)). The College also uses Sightlines, an annually updated Facilities Renewal Reinvestment Model (FRRM) database, to manage and track the preventive maintenance and deferred maintenance needs for every major building on campus by major subsystem ([IIIB3-03](#)).

The automated AC Building Control System ([IIIB3-04](#)) manages and tracks building cooling system needs. Information derived from this system contributes to a better understanding of larger AC issues. For instance, an increased frequency of malfunctions reported in the central AC system of the STEM building prompted the UHCC System to install units in every office and classroom as a temporary measure ([IIIB3-05](#)). A permanent fix to this problem was also funded by the state ([IIIB3-06](#)).

Data on the feasibility and effectiveness of physical resources is also provided by the employees who work in buildings throughout the campus. When issues arise, they can submit a work request ticket online, using the Kualu Build system ([IIIB3-07](#)). The work requests help the facilities manager evaluate the use of its facilities. The College's buildings and grounds are monitored on a daily basis by the auxiliary, janitorial, and security personnel.

### **Analysis and Evaluation**

The College uses routine inspection, planning, and evaluation reports from programs, and analysis of data from system-supported databases and tools to keep up with the campus' evolving physical resource needs and plan for the future. With the use of these tools, the College is able to evaluate how its facilities are being used and maintained, ensuring that the institution's physical assets are being efficiently utilized to support its programs and services.

#### **III.B.4.**

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

#### **Evidence of Meeting the Standard**

Per the UH System policies on *Long-Range Physical Development Plans* and the *Integrated Long-Range Planning Framework*, each UHCC campus has a Long-Range Development Plan (LRDP) to guide future projects ([IIIB4-01](#), [IIIB4-02](#)). Kapi'olani CC's LRDP ([IIIB4-03](#), [IIIB4-04](#)) is a comprehensive capital improvement and land use plan that is guided by the College's Strategic Plan ([IA2-13](#)). Planning processes are collaborative and ensure that capital projects support College goals. The College updates its LRDP every ten to 15 years, or as needed based on the effectiveness that the LRDP has in advancing the College's improvement goals. The LRDP not only establishes space requirements and allocations as shaped by the long-term goals, but also provides the framework by which the College can request additional funding for capital improvement projects.

Capital Improvement Programs (CIP) at the UH System, UHCC System and College include the total cost of ownership. Major CIPs include whole or significant building renovations or new structures. Minor CIPs and Capital Renewal and Deferred Maintenance (CRDM) projects at the UHCC System level address the long-term maintenance of buildings, including repairs, maintenance, replacements, and improve campus buildings and infrastructure through modernization efforts. The UH 6-Year CIP Plan, aligns capital improvements with UH System,

UHCC System and College goals and includes projections for total cost of ownership ([IIIB4-05](#)). This plan is aligned with the UH System and UHCC Strategic Plans and includes plans to upgrade/renovate buildings used for the Culinary, STEM, and Health Sciences programs ([IIIB2-03](#), pp.20-24).

A fundamental element in the cost estimation of any major CIP project is the completion and submission of the Capital Project Information and Justification Sheet. This document includes the project’s scope of work and its direct planning, design, and construction cost projections. It also requires information on the need and assessment of existing conditions, alternatives that the College will undertake if the project is deferred, benefits associated with the completion of the project, and future operating cost impacts of the project. By requesting this level of detail, the College, UH System, and the State of Hawai’i ensure that all facility construction projects factor in the total cost of ownership prior to the project receiving funding approval by the state legislature and the governor ([IIIB4-06](#), [IIIB4-07](#)). Similar planning processes are in place for minor CIP projects, and CRDM projects. The College adheres to BOR policies on both interests in as well as planning and management of real property ([IIIB4-08](#), [IIIB4-09](#)).

**Analysis and Evaluation**

The College has a Long-Range Development Plan that aligns with the College mission and strategic goals and is guided by the UHCC and UH policies that require calculations of total cost of ownership for facilities. Related costs, such as subsequent use and maintenance, and future energy consumption, are also included in the evaluation of the total cost of ownership. Long-range capital planning for the College is developed in the context of the larger goals for the UHCC and determined by the UH System and UHCC plans. Funding is guided by the College mission and goals and planning is coordinated with both system offices.

**Conclusions on Standard III.B: Physical Resources**

Kapi’olani Community College provides students and employees with a safe and accessible learning and working environment. Facilities planning is aligned with the College mission and Strategic Plan and the College’s physical resources are evaluated on a regular basis. The College has a Long-Range Development Plan that supports the College’s goals and planning. The College’s Emergency Management Plan was last updated in 2014 and will be updated after the hire of a new Security & Safety Manager.

**Improvement Plan**

Standard	Change or Plan	Person(s) Responsible	Timeline	Expected Outcome
IIIB1	Improve emergency preparedness to ensure a safe learning and working environment.	Vice Chancellor of Administrative Services & Security and Safety Manager	Fall 2024 - Spring 2025	Update the College’s Emergency Management

				Plan.
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## Evidence List

<a href="#">IIIB1-01</a>	Operation and Maintenance Organizational Chart
<a href="#">IIIB1-02</a>	Facilities and Auxiliary Services Website
<a href="#">IIIB1-03</a>	Fire Hydrant Testing Email
<a href="#">IIIB1-04</a>	Facilities Use and Service Request Form
<a href="#">IIIB1-05</a>	Work Order Procedure
<a href="#">IIIB1-06</a>	UHCC Facilities and Environmental Health Website
<a href="#">IIIB1-07</a>	Disability and Communication Access Board Facility Access Website
<a href="#">IIIB1-08</a>	Hawai'i Revised Statute 103-59 Building design to consider needs of persons with disabilities
<a href="#">IIIB1-09</a>	ADA Assessment Final Report February 2020
<a href="#">IIIB1-10</a>	UHCC Environmental Health Website
<a href="#">IIIB1-11</a>	COVID-19 Comeback Committee Charter
<a href="#">IIIB1-12</a>	COVID-19 Comeback Plan
<a href="#">IIIB1-13</a>	Sample Safety Emergency Management Activity Log
<a href="#">IIIB1-14</a>	Emergency Management Plan 2014
<a href="#">IIIB1-15</a>	Annual Security Report 2023
<a href="#">IIIB1-16</a>	Security Organizational Chart
<a href="#">IIIB1-17</a>	Contract Security
<a href="#">IIIB2-01</a>	ARPD Culinary Arts 2021
<a href="#">IIIB2-02</a>	Culinary Facility
<a href="#">IIIB2-03</a>	Board of Regents Capital Improvement Projects Plan FY24-29 and Budget Proposal FY23-25
<a href="#">IIIB2-04</a>	Equipment Replacement List FY23
<a href="#">IIIB3-01</a>	AiM (eFacilities) Website
<a href="#">IIIB3-02</a>	Resource Scheduler
<a href="#">IIIB3-03</a>	UH Facility Renewal Reinvestment Study 2023 Update
<a href="#">IIIB3-04</a>	AC Control
<a href="#">IIIB3-05</a>	Koki'o Building Window AC Project Acceptance Notice
<a href="#">IIIB3-06</a>	Koki'o Building Appropriation
<a href="#">IIIB3-07</a>	Facilities Use and Service Request
<a href="#">IIIB4-01</a>	BOR Policy 4.204 Long-Range Physical Development Plans
<a href="#">IIIB4-02</a>	Executive Policy 4.201 Integrated Long-Range Planning Framework
<a href="#">IIIB4-03</a>	Long Range Development Plan Volume I
<a href="#">IIIB4-04</a>	Long Range Development Plan Volume II
<a href="#">IIIB4-05</a>	UH 6-Year Capital Improvement Projects Plan
<a href="#">IIIB4-06</a>	Culinary Institute of the Pacific - Capital Project Justification
<a href="#">IIIB4-07</a>	Culinary Institute of the Pacific - Appropriation TCO
<a href="#">IIIB4-08</a>	BOR Policy 10.201 Interests in Real Property
<a href="#">IIIB4-09</a>	BOR Policy 10.202 Planning and Management of Real Property

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## III.C. Technology Resources

### III.C.1.

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

#### Evidence of Meeting the Standard

The Center for Excellence in Learning, Teaching, and Technology (CELTT) is responsible for managing technology services for the College ([IIIC1-01](#)). Their services include instructional design support, computer services, computer lab support, audio visual support for events, video production services, technology procurement and management, networking infrastructure, voice-over IP services, information security, and web and mobile app development ([IIIC1-02](#)). UH ITS provides software licenses such as MS Office and limited licenses for other support software ([IIIC1-03](#)).

CELTT uses the Freshservice Ticketing System for faculty and staff to request services and track the progress of their request(s) ([IIIC1-04](#)). In 2022, there were 2,731 documented requests for technology services from CELTT and many additional requests for support via phone calls and face-to-face meetings that are not officially recorded (see CELTT Annual Report of Program Data 2022 ([IIIC1-05](#), p.3). These services are evaluated on a regular basis via a user survey ([IIIC1-06](#), [IIIC1-07](#)).

Network and information security support is provided in collaboration with the University of Hawai'i System Information Technology Services (UH ITS) ([IIIC1-08](#)). The UH ITS Help Desk provides 24/7 technical support for students, faculty, and staff ([IIIC1-09](#)).

There are five computer labs on campus for student use that vary in size ([IIIC1-10](#)). The largest computer lab with 55 desktop PCs is maintained by the Lama Library and is open to all students ([IIB1-30](#)). The library also loans 110 laptops, 25 hotspots, and other tech equipment (headsets, webcams, chargers, etc.) to students ([IIB1-31](#)).

The College's instructional design support team provides support for planning instruction across any modality, identifies, supports, and aligns appropriate technologies for teaching and learning, develops resources, and facilitates professional development for technology integration in instruction ([IIIC1-11](#)). The UH Online Innovation Center also offers instructional-design resources and relevant professional development across the UH System ([IIIC1-12](#)).

CELTT provides an Annual Report of Program Data ([IIIC1-05](#)) to review and evaluate its services every year. The College's Technology Plan ([IIIC1-13](#)) addresses project prioritization and key issues facing technology deployment and use at the College. This plan is in the process of being updated. The College's Distance Education Plan ([IIA7-12](#)) provides an overview of institutional support for teaching and learning through Distance Education. See III.C.4 for more details.

### **Analysis and Evaluation**

The College provides the appropriate technology services, professional support, facilities, hardware, and software to sufficiently support the institution's management and operational functions, academic programs, teaching and learning, and support services. The technology infrastructure is sufficient to maintain and sustain both in-person and distance education courses and services. The 2022 CELTT Annual Report of Program Data (ARPD) describes the challenges of providing adequate technology services with a decrease in funding over the last few years. In FY 2024, additional resources were allocated to CELTT to provide sufficient technology services.

#### **III.C.2.**

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

### **Evidence of Meeting the Standard**

The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) is responsible for updating and replacing technology, planning for, and maintaining the technological infrastructure for the College. CELTT identifies needs through the annual budget requests of departments, units, and programs, through needs identified in the PAIR (Planning and Assessment Integration with Resource Allocation) process ([IA3-10](#)), and through requests from individuals. Programs are encouraged to identify technology needs in the Resource Implications section of their Annual Report of Program Data ([IIIC2-01](#), p.11-15) and refer to this in their budget requests. In addition, a technology procurement form is available for departments, units, and programs to submit requests for technology purchases throughout the year ([IIIC2-02](#), [IIIC2-03](#)).

These requests are documented, prioritized, and compiled for centralized procurement and management ([IIIC2-04](#)). CELTT has established a list of criteria for determining priority for technology resources. The following criteria inform the decisions made by CELTT and the College community: (1) health and safety, (2) campuswide infrastructure and information security, (3) core services and support, (4) impact on a broad student population across multiple disciplines, (5) workforce development tied to technology and a specific degree or certificate, (6) impact on a specific program or department, and (7) impact on a specific course.

CELTT has established a tier system for computer replacement:

Tier 1. Computers used to access sensitive information.

Tier 2. Computers likely to be used to access sensitive information.

Tier 3. Computers in computer labs.

After submitting a budget request for campus IT needs and CELTT operations ([IIIC2-05](#), [IIIC2-06](#)), the CELTT coordinator receives an annual budget allocation from the College and meets with the vice chancellor of administrative affairs and vice chancellor of academic affairs to discuss the allocation and prioritization of technology procurement ([IIIC2-07](#), [IIIC2-08](#)).

CELTT evaluates its services on a regular basis via a user survey ([IIIC1-06](#), [IIIC1-07](#)). The CELTT Comprehensive Program Review (CPR) highlights the action plan for continuous improvement for the 2019-24 cycle ([IIIC2-09](#)). Since the last CPR, the hiring of a second network specialist has helped CELTT to better meet the needs of the College.

CELTT attends regular meetings at the UH System level regarding security updates, policies and procedures, and infrastructure planning. CELTT's individual workgroups stay current with industry developments and advise the CELTT coordinator and the College on emerging technology trends. Upgrades to technology are addressed in the Technology Plan ([IIIC1-13](#)) and updates to technology resources for online teaching can be found in the 2022-2027 Distance Education (DE) Plan ([IIA7-12](#)).

CELTT and instructional faculty at the College are also participating in a systemwide process to select a new learning management system (LMS). CELTT will be facilitating the implementation of the new LMS and the migration of content to the new LMS from 2024 through 2025 ([IIIC2-10](#), [IIIC2-11](#), [IIIC2-12](#)).

### **Analysis and Evaluation**

The College plans for, updates, and replaces technology to ensure that the quality and capacity of the technological infrastructure are adequate to support the College's mission, operations, programs, and services. The College has a dedicated division (CELTT) that is responsible for updating and replacing infrastructure based on department budget requests, technology procurement requests, and program review. The College's Technology Plan is in the process of being updated.

### **III.C.3.**

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

### **Evidence of Meeting the Standard**

The College maintains and implements technology resources in physical locations where courses, programs, and services are offered and in distance education environments ensuring

reliable access, safety, and security. In addition to the main Kapi'olani CC campus, the Center for Excellence in Learning, Teaching, and Technology (CELTT) purchases and maintains technological equipment and provides information security support for Kapi'olani programs at other campuses such as the Emergency Medical Services programs at UH Maui College and Hawai'i Community College as well as the Nursing program at Leeward Community College. Infrastructure support such as networking and firewalls are maintained by the hosting campus. CELTT provides both equipment and networking support for the Culinary Institute of the Pacific. UH ITS provides all system softwares, including Google Suite, Zoom, the learning management system Lulima (Sakai), and cloud servers.

The CELTT team has a failure-tolerant disaster recovery and reliability infrastructure which follows the IT standards of practice. In response to a server failure in spring 2022, CELTT built a new server and implemented stronger redundancy protocols in collaboration with UH ITS.

In 2021, CELTT worked to reduce the frequency of campus power outages. Previously, the Hawaiian Electric Company (HECO) service to campus originated from a single distribution circuit. It was prone to disruptions and power outages. CELTT implemented new electrical switchgear that is now being serviced by two HECO distribution circuits. If one circuit is disrupted, the switchgear will automatically transfer its power draw from the second circuit. The switchgear allows redundancy service from HECO ([IIIC3-01](#)).

Information security support for the College is provided by the CELTT unit head and two CELTT staff members, in addition to support from UH ITS. To safeguard personal information and provide protection from unauthorized access to UH usernames, the College, as directed by UH ITS, requires that all students, faculty, and staff across the system enroll in Multi-Factor Authentication (MFA) to access all UH online services ([IIIC3-02](#)).

### **Analysis and Evaluation**

The College maintains and implements technology resources in physical locations where courses, programs, and services are offered and in distance education environments ensuring reliable access, safety, and security. CELTT has worked to improve the College's server reliability and strengthened the electrical infrastructure at the College. CELTT also ensures that information security protocols are followed at the College.

#### **III.C.4.**

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

#### **Evidence of Meeting the Standard**

The College's instructional designers develop support resources and provide professional development and training workshops on various technology tools for faculty, staff, and

administrators. Here are a few examples.

The Teaching Online Prep Program (TOPP) aimed to prepare faculty to design, develop, and facilitate high-quality online classes ([IIIC4-01](#)). However, in 2020 programs and services moved online en masse and professional development efforts needed to be scaled in order to provide adequate support. “TOPP To Go!” was the solution. This four-week asynchronous, fully online, professional development program guided participants through four learning modules. Topics included instructional design and online pedagogy, resources included course framework templates in Lulima (the UH’s online learning management system based in Sakai), and a syllabus template ([IIA3-10](#)). Several Web 2.0 tools were also introduced ([IIIC4-02](#)). Evaluation data from the program showed that faculty found it critical to their success (and more importantly, the success of their students) in shifting to an online modality of teaching and learning. Advanced TOPPics was launched in spring 2022 providing topical modules meant to allow TOPP graduates to continue to improve their online teaching skills ([IIIC4-03](#)).

During the pandemic, instructional designers and experienced DE faculty mobilized in spring 2020 to support faculty who had to pivot to online teaching quickly. This involved intensive, in-person training during spring break and continued support via Zoom. They developed a list of resources to support faculty during this time ([IIIC4-04](#)). Sessions were called Teaching and Learning Contingency (TLC) support. Between 13-31 March, 74 people received assistance through the TLC support sessions with 39 faculty volunteers supporting them. The College’s outstanding support efforts were recognized systemwide ([IIIC4-05](#)).

The week-long ALOHA E Institute ([IIIA14-03](#)), a Title III grant partnership between Kapi’olani Community College and Chaminade University, includes an Online Hui track for creating classroom-ready materials to develop and maintain instructor presence, cultivating a welcoming and supportive online learning community, and planning for engaging activities and authentic assessment. The Active Learning track guided its participants in planning active learning strategies which align with the SLOs and using technology tools to actively engage their learners. This institute began in 2021 and has continued in 2022, 2023, and will happen again in summer 2023. Participants were evaluated to assess the impact of the institute ([IIIA14-04](#)).

Kapi’olani Summer Camp was a response to the need for both connection and professional development during the pandemic. The inaugural event, launched in the summer of 2020, focused on teaching and learning online and the use of technology and web-based tools for education and/or educational support services. There were 43 sessions and a total participation count of 1,431 in the first year. This College-sponsored event has been offered as a professional development experience each summer since, growing to 54 sessions in the summer of 2023 ([IIIA14-01](#), [IIIA14-02](#)).

The Fundamentals of Digital Accessibility course was designed and delivered by two instructional designers at the College to help University of Hawai’i (UH) employees develop a working knowledge of fundamental digital accessibility concepts and apply practical skills in making digital content accessible. It is an asynchronous, self-paced, fully online program. There

is an optional competency assessment for those who are interested in earning a digital credential ([IIIC4-06](#)). As of September 2023, more than 1,100 UH employees have accessed the training. Reviews from those who completed the program have been overwhelmingly positive, and the professional development course is featured in a chapter in a recently published book from Quality Matters ([IIIC4-07](#)).

Extreme Makeover: Lulima Edition was developed and made available in response to faculty requests for easy-to-use templates for their class sites within the LMS. The site was launched along with a synchronous training demo in December 2021. Per faculty request, it also includes advanced design training and support documentation. As of September 2023, 165 faculty members have accessed this organizational and design resource, which has received overwhelmingly positive feedback ([IIIC4-08](#)).

In addition, Instructional Designers and some DE faculty collaborate with colleagues across the UH System to offer webinars ([IIIC4-09](#)). CELTT also responds to a range of individual requests from faculty, staff, and administrators. These requests include, but are not limited to, help with Lulima (the UH's online learning management system based in Sakai), recording meetings or class sessions, computer viruses, hardware/software problems, screencasting, website updates, and more.

### Student Support

For student support, the Study Hub ([IB6-06](#)) offers technology tutoring services (online and in person) to students, meeting a need that had been noted by teachers, Student Congress surveys ([IIIC4-10](#), p.7), and librarians who informally assist students with technology questions and troubleshooting. The UH Information Technology Services Help Desk ([IIIC1-09](#)) provides 24/7/365 phone and email technical support for students, and provides a chat service Monday through Friday 8:00 a.m. - 3:00 p.m. HST.

In addition, the Online Learner Success counselor developed the Success for Online Learners (S $\bar{O}$ L) online module to help students succeed in online classes ([IIC3-10](#)). The module includes a section with tips to ensure that students are technology ready for online learning. Upon completion of the module, students complete a learning-reflection form that solicits both quantitative and qualitative feedback responses ([IIC3-11](#)).

The college and the UH STAR team provides comprehensive support for students using the STAR system on their STAR website ([IIIC4-11](#), [IIIC4-12](#)). The website provides tutorials on how to use STAR for its many functions including academic planning, registration, scholarship search, application, and student services appointment management.

### **Analysis and Evaluation**

The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) provides a range of instructional programming and support related to technology for faculty, staff, and administrators. The Library and Learning Resources unit provides one-on-one support each semester for students to learn about UH-specific tools and general computer basics. The UH

System ITS help desk provides student support with systemwide systems such as Lulima and MyUH Portal.

### **III.C.5.**

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

#### **Evidence of Meeting the Standard**

The College is guided by University of Hawai'i systemwide policies for the appropriate use of technology in the teaching and learning processes. These policies are listed on the UH System Policies & Compliance website ([IIC8-07](#)) and include EP 2.210 *Use and Management of Information Resources* ([IIIC5-01](#)).

Policy AP 2.215 Mandatory Training on Data Privacy and Security establishes a mandatory training program that increases the knowledge and awareness of the University community in managing and protecting data subject to security and privacy considerations (referred to as "Protected Data"). The goal is to reduce the risk of inadvertent exposures or inappropriate disclosures of protected data under the university's stewardship ([IIC8-06](#)).

The College also follows UH System policies and procedures related to the use of third-party online tools for instruction, such as the Data Governance Process, which requires system review and approval for online software/subscription purchases that involve sensitive or regulated data ([IIIC5-02](#)), the Shrinkwrap Process, which requires approval of nonstandard contract terms under small-purchase transactions ([IIIC5-03](#)), as well as the UH ITS list of reviewed third-party online tools and microservices (widgets) ([IIIC5-04](#)). Each semester, the UH Information Technology Services office holds a UH data governance and information security briefing to review these policies and provides updates regarding IT threats, vulnerabilities, compliance, and data considerations ([IIIC5-05](#)).

CELTT has applied these policies and procedures that promote appropriate technology-supported teaching and learning for the College. The College has also developed its own Distance Education Plan ([IIA7-12](#)) to coordinate the College's resources and to improve support for teaching and learning.

#### **Analysis and Evaluation**

The College adopts the policies and procedures set forth by the University of Hawai'i System to guide the appropriate use of technology for teaching and learning.

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#### **Conclusions on Standard III.C: Technology Resources**

Kapi'olani Community College provides the appropriate technology services to sufficiently support the institution's operations, programs, and support services. The technology

infrastructure is sufficient to maintain and sustain both in-person and distance education courses and services. The College allocated additional resources for technology in FY 2024 after a previous decrease in funding.

The College has a dedicated division (CELTT) that is responsible for updating and replacing infrastructure based on department budget requests, technology procurement requests, and program review. CELTT provides a range of instructional programming and support related to technology for faculty, staff, and administrators. The Library and Learning Resources unit provides one-on-one support each semester for students to learn about UH-specific tools and general computer basics. The UH system ITS help desk provides student support with systemwide systems such as LauLima and MyUH Portal. The College adopts the policies and procedures set forth by the University of Hawai'i System to guide the appropriate use of technology for teaching and learning.

### **Evidence List**

<a href="#">IIIC1-01</a>	Center for Excellence in Learning, Teaching, and Technology (CELTT) Website
<a href="#">IIIC1-02</a>	CELTT Guide
<a href="#">IIIC1-03</a>	ITS Software Licenses 2022
<a href="#">IIIC1-04</a>	CELTT FreshTicket Service Catalog
<a href="#">IIIC1-05</a>	ARPD CELTT 2022
<a href="#">IIIC1-06</a>	CELTT Survey
<a href="#">IIIC1-07</a>	CELTT Survey Scores
<a href="#">IIIC1-08</a>	UH Information Technology Services Website
<a href="#">IIIC1-09</a>	UH Information Technology Services Help Desk Information
<a href="#">IIIC1-10</a>	Wi-Fi, Computers, and Printing Website
<a href="#">IIIC1-11</a>	Instructional Design Team Resources and Reminders Email
<a href="#">IIIC1-12</a>	UH Online Innovation Center Website
<a href="#">IIIC1-13</a>	Technology Plan 2018-21
<a href="#">IIIC2-01</a>	ARPD Information Technology 2022
<a href="#">IIIC2-02</a>	Technology Procurement Form BLT
<a href="#">IIIC2-03</a>	Technology Procurement Form HIC
<a href="#">IIIC2-04</a>	Computer Requests
<a href="#">IIIC2-05</a>	CELTT Budget Request
<a href="#">IIIC2-06</a>	CELTT Budget Request Campuswide IT
<a href="#">IIIC2-07</a>	CELTT Budget FY23
<a href="#">IIIC2-08</a>	CELTT Budget Meeting
<a href="#">IIIC2-09</a>	CELTT Comprehensive Program Review
<a href="#">IIIC2-10</a>	UH Learning Management System Review Website
<a href="#">IIIC2-11</a>	LMS Replacement Slides
<a href="#">IIIC2-12</a>	LMS Review Update
<a href="#">IIIC3-01</a>	Switchgear Email
<a href="#">IIIC3-02</a>	MFA Website
<a href="#">IIIC4-01</a>	UH News, "Kapi'olani CC Online Teaching Program Earns TOPP Honor"

<a href="#">IIIC4-02</a>	TOPP To Go! YouTube
<a href="#">IIIC4-03</a>	Advanced TOPPics Session Descriptions
<a href="#">IIIC4-04</a>	Teaching and Learning Contingency (TLC) Support Resources
<a href="#">IIIC4-05</a>	UH News, “UH Faculty Prepare for Online Instruction”
<a href="#">IIIC4-06</a>	Digital Accessibility Training
<a href="#">IIIC4-07</a>	QM Book Chapter
<a href="#">IIIC4-08</a>	Extreme Makeover Lualaba Feedback
<a href="#">IIIC4-09</a>	Technology Support Webinars
<a href="#">IIIC4-10</a>	Executive Summary for 2018 Student Congress Survey Results
<a href="#">IIIC4-11</a>	STAR Instructions Website
<a href="#">IIIC4-12</a>	STAR Help YouTube
<a href="#">IIIC5-01</a>	Executive Policy 2.210 Use and Management of Information Technology Resources
<a href="#">IIIC5-02</a>	UH Data Governance Process Website
<a href="#">IIIC5-03</a>	Non-Standard Small Purchase Form
<a href="#">IIIC5-04</a>	Third-Party Online Tools
<a href="#">IIIC5-05</a>	Data Governance and Information Security Briefing Slides

## III.D. Financial Resources

### *Planning*

#### III.D.1.

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

#### **Evidence of Meeting the Standard**

Kapi‘olani Community College and the University of Hawai‘i Community Colleges (UHCC) System are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. The College’s diversified funding base is comprised of general appropriations, bond funds, special funds, revolving funds, and extramural funds.

UHCC campuses rely on state-appropriated revenues (General Funds) to subsidize a significant portion of their operations in order to keep the cost of post-secondary education within reach of target student populations. General funds are appropriated through the State of Hawai‘i’s legislative process and allocated to the College by the UHCC System to maintain current service levels. Current service funding is equal to prior year general fund appropriations, adjusted for collective bargaining increases, and new initiatives agreed upon by the legislative branch to improve and enhance the overall mission of the College as well as Hawai‘i’s workforce.

Publicly-funded education remains a high priority of the state and the current service funding levels have been remarkably stable.

Bond funds, comprised of state-issued general obligation bonds and university-issued revenue bonds, help finance UHCC's capital improvement program (CIP) and capital renewal and deferred maintenance (CRDM) projects. The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects.

Special funds primarily consist of tuition and fee revenue generated from credit instruction. Tuition and fees, along with state appropriations, are the core components that support instructional and academic programs. Tuition dollars, combined with the general funds received by the campuses along with tuition generated from credit instruction, comprise the general operating budget of the campuses.

Revolving funds finance certain aspects of campus operations. Unlike general funds and the tuition and fees special fund that support general operations, these funding sources support specific program activities, including noncredit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. The programs must cover direct costs and generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Extramural funds are project-based funds from federal, state, and private sources which relate to research and training grants or contracts. The College obtains these funds through competitive grants or contracts and focuses the funds on specific improvements or on services provided to the contracting agency. The University of Hawai'i Office of Research Services (ORS) administers all extramural funds on behalf of Kapi'olani Community College with delegated authority from the UH Board of Regents.

The College's diverse stream of revenues is sufficient to cover its base operations as well as to support initiatives that innovate and enhance programs and services. By policy, the UHCC allocates operating funds centered primarily on general funds and the tuition and fee special fund to provide a fair distribution of resources to support campus operations and meet UHCC Strategic Plan goals (UHCC Policy 8.000, [IIID1-01](#)).

The framework of financial planning begins with a comprehensive operating financial plan submitted to the Board of Regents (BOR) for its approval prior to the start of each fiscal year. The plan provides the BOR with the information needed to ensure that the College is managing its resources in a fiscally responsible manner.

The financial planning process is comprehensive, inclusive, and transparent, with ultimate oversight provided by the UH Board of Regents (BOR). Annually, the following are provided to the BOR for open discussion and approval:

- Presentation of operating budget ([IIID1-02](#))

- Operating budget and narrative ([IIID1-03](#))
- Details by campus ([IIID1-04](#))
- Annual CIP expenditure plan ([IIID1-05](#))

The annual budget presentation to the BOR includes discussions on revenue and expenditure projections, anticipated one-time expenditures, and anything out of the ordinary that may affect the budget, as well as projected estimated ending balances.

The BOR also provides ongoing oversight throughout the fiscal year. On a quarterly basis, financial results are reviewed and discussed with the BOR, with justification provided on variances between actual results and budgeted amounts ([IIID1-06](#)).

The UHCC System requires that each campus maintain adequate financial resources to ensure financial stability. All community college campuses maintain sufficient cash reserves to address emergencies (five percent minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (ten percent targeted reserves). Financial reserve requirements are dictated by the following policies:

- BOR Policy RP 8.203 ([IIID1-07](#)).
- Executive Policy EP 8.210 ([IIID1-08](#)).
- UHCC Policy 8.201 ([IIID1-09](#)).

Compliance with these policies is monitored by the UHCC System to ensure adequate cash balances are maintained. Campus reserves for the fiscal year ending June 30, 2023 was \$31.1 million, or 72 percent of prior-year expenditures ([IIID1-10](#)). This far exceeds levels specified in the reserve policies described above and allows for one-time investment opportunities that support educational improvement and innovation.

The College maintains sufficient revenue to cover annual resource needs as well as support initiatives that innovate and enhance programs and services. The Planning and Assessment Integration with Resource Allocation (PAIR) policy ([IA3-10](#)) is a framework for a transparent and participatory planning, assessment, and resource allocation process that supports student learning programs and services while ensuring that the College maintains financial stability.

The PAIR policy outlines the annual general operating budget allocation process, or base budget process. The base budget is defined as the portion of the budget that is required to fund recurring operating costs for ongoing programs and services. This process ensures that annual program resource needs are discussed, evaluated, and funded. The budget process directly supports student learning and institutional effectiveness by using line item budget allocations, strategic reallocations, and incremental budget adjustments.

In the summer/early fall, the UHCC System Budget Office collaborates with the campus to develop a detailed financial plan that is submitted to the Board of Regents (BOR) for approval. The plan serves as the revenue and expenditure framework for all campus budget planning for

the fiscal year ([IIID1-11](#)). The College defines the budget parameters for the fiscal year ([IIID1-12](#)) and in the summer the vice chancellor for administrative services schedules training sessions with all department/unit heads to initiate the budget allocation process ([IIID1-13](#)). In the fall, the program administrators meet with the various departments to discuss base budget needs for each program ([IIID1-14](#)) and the chancellor provides all constituents with the budget allocations for the year ([IIID1-15](#), [IIID1-16](#)). Throughout the fiscal year, modifications to the budget are implemented to respond to unforeseen circumstances ([IIID1-17](#)).

The PAIR policy also includes a process for programs to request discretionary funding beyond annual budget needs. Requests must be tied to strategic planning or other program reviews for consideration (Strategic Plan, ARPD, CPR, etc.). This process is initiated at the program or unit level. Once identified, these needs are requested through the submittal of an Allocation Request Form (ARF). ARFs are collected by the department chair, unit head, or program coordinator, who is then asked to assess requests by priority ([IB9-05](#)). ARF requests undergo a participatory review process where each request is scrutinized and prioritized according to its alignment with strategic objectives ([IB9-06](#)). PAIR also requires a five-year budget projection to ensure that a comprehensive long-term plan is developed. This extended projection helps administrators and decision makers anticipate future financial requirements, optimize resource allocations, and achieve strategic goals that may take multiple years to achieve ([IIID1-18](#)). Lastly, PAIR incorporates a rehiring policy for existing positions. The aim of this policy is to guarantee timely and prioritized filling of positions based on the greatest need and ensure alignment with the College's mission and strategic objectives ([IIIA1-13](#)).

### **Analysis and Evaluation**

Kapi'olani Community College has sufficient financial resources to support educational improvement and sustain students learning programs and services. General funds, tuition and fee funds, special funds, and community college revolving funds have continued to provide adequate financial resources to cover yearly expenditures. The College's funds are allocated to support student learning goals, programs, and services. During the COVID-19 pandemic, discretionary funding requests were temporarily halted as a precaution, given the extensive economic uncertainty confronting publicly-funded institutions. With the pandemic over and the restoration of financial health to both the state and the College, discretionary funding requests will resume. Procedures within the PAIR policy are being updated to reinforce the connections between discretionary budget requests and strategic planning. Post-funding assessments are also being strengthened to ensure continuous improvement in meeting Strategic Plan goals.

### **III.D.2.**

**The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **Evidence of Meeting the Standard**

The College's mission and strategic goals are the foundation for all financial planning. Strategic goals drive budget priorities in an effort to achieve the outcomes outlined in the UH System Strategic Plan ([IIID2-01](#)), the UHCC Strategic Plan, and the College Strategic Plan. The College's institutional planning and budgeting process begins with its own mission and Strategic Plan ([IA2-13](#)), which are aligned with UHCC's and the university's strategic goals and imperatives. The College's Strategic Plan ensures that the College's objectives align with its mission and values and guides investments to support academic programs, infrastructure, technology, and other critical elements of the College.

Strategic planning provides the direction for the campus-based budget development process, specifically through the Planning and Assessment Integration with Resource Allocation (PAIR) process described in IIID1. The allocation process includes an analysis of the continued need for the level of service or instructional capacity of each program. The allocation process also provides an opportunity for each program to seek additional resources to meet objectives described in the Campus Strategic Plan, Annual Report of Program Data (ARPD), or Comprehensive Program Review (CPR).

Every year, the College's instructional programs, educational units, and support areas undergo an Annual Report of Program Data (ARPD) or program review. This report guarantees conformity with campus strategic objectives, encompassing quantitative metrics, evaluation of program learning outcomes, qualitative analysis, and an articulation of resources essential for the future needs of a program or unit ([IIID2-02](#), [IIID2-03](#), [IIID2-04](#)).

Budget and financial reviews are conducted by the University of Hawai'i Board of Regents (BOR). BOR Policy 8.204 ([IIID2-05](#)) sets the university's fiscal management, budget process, legislative budget proposal, and preparation processes. These processes ensure that institutional priorities and budget expenditures are aligned and that resources are strategically invested in the university's mission, vision, and plans. UHCC policy 8.000 ([IIID1-01](#)) documents the operating budget allocation process to provide a fair distribution of resources to support campus operations and meet UHCC strategic plan goals.

Budget updates are disseminated to campus programs throughout the year ([IIID2-06](#)) and current budget information is available through the university's Kuali Financial System (KFS), in conjunction with the Jaspersoft Reports Server reporting tool, which provides the campus with reliable, accurate, and timely financial information. In addition, UHCC posts various monthly campus budget reports ([IIID2-07](#)) and historical financial reports ([IIID2-08](#)) on their website. The business office furnishes reports on self-sustaining revenue-generating accounts, presenting programs a monthly breakdown of revenues, expenses, and cash balances ([IIID2-09](#)).

### **Analysis and Evaluation**

The College has a well-defined integrated planning and budgeting process guided by the Strategic Plan, which is the foundation for all financial planning. Financial projections are performed at the beginning and middle of each fiscal year to ensure the College maintains a sufficient cash balance. Budget allocations are tied to program review and the Strategic Plan sets priorities for spending.

#### **III.D.3.**

**The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### **Evidence of Meeting the Standard**

The State's Department of Budget and Finance issues their biennial Executive Budget Review and Budget Preparation Policies and Guidelines ([IIID3-01](#)). This document discusses the state's priorities, revenue projections, and budget request guidelines.

The university has clearly-defined guidelines and processes for financial planning and budget development. Using the Department of Budget and Finance's guidelines, the University's vice president for budget and finance/CFO, in collaboration with the University Budget Office (UBO), the three vice chancellors for administration (VCA) of the four-year campuses, and the associate vice president for administrative affairs of the community colleges (AVPAS), discuss the parameters that will be used in building the university System budget. From there, the AVPAS shares the parameters to be used in constructing the budget with the community colleges' chancellors and vice chancellors of administrative services. UHCC coordinates, compiles, reviews, and submits the annual budget to the UBO for the community colleges, incorporating the individual budgets from each college.

The College uses the PAIR process (see III.D.1) to gather input from all campus constituencies before evaluating the budget needs for the upcoming fiscal year. The foundational elements of PAIR involve increased engagement, enhanced transparency, and alignment with strategic considerations. This process culminates with a list of institutional priorities that have been vetted through the authorized governance organizations (AGOs) which include Faculty Senate, Staff Council, Student Congress, and 'Aha Kalāualani (Native Hawaiian Council) ([IIID3-02](#)). Prioritization of requests is based on their alignment with strategic objectives and various outcome measures and assessments ([IIID3-03](#)). This process was temporarily halted amid the COVID-19 Pandemic. The procedure is currently under review and update, with plans to reinstate it for the upcoming biennium budget cycle.

### **Analysis and Evaluation**

Kapi'olani Community College clearly defines and follows guidelines and processes for financial planning and budget development, which include opportunities for all constituents to

participate in planning and budgeting. The College has a budget process in place through the PAIR process that involves all constituents in the process at different times. The discretionary funding process was temporarily halted due to the COVID-19 pandemic as well as the transition of the majority of administrative personnel. The process is currently under review with plans to update and reinstate it.

### ***Fiscal Responsibility and Stability***

#### **III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

##### **Evidence of Meeting the Standard**

Institutional planning at the College reflects a realistic assessment of resource availability and works towards the further development of resources to meet expenditure requirements and strategic goals. The funding of the general operating budget through a combination of general funds and tuition has a significant stabilizing effect on campus operations. General fund allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of tuition revenue. Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs.

Furthermore, the university has a structured process and policies ([IIID4-01](#)) for setting tuition rates. This process involves careful consideration of feedback from various stakeholders, including students, faculty, staff, and the general public ([IIID4-02](#)). Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving strategic initiatives. The UHCC System has successfully maintained this balance by establishing a tuition rate schedule ([IIID4-03](#)) that ensures adequate resources for ongoing needs, while remaining affordable when compared to other two-year institutions.

Budget projections for tuition and fee revenue incorporate both approved tuition rates as well as projected enrollment based on historical enrollment statistics provided by the university's Institutional Research, Analysis & Planning Office ([IIID4-04](#)). This provides for realistic, data-driven revenue projections and is incorporated in the annual budget submitted to the BOR. In addition, a six-year financial forecast that incorporates all funding sources is presented to the BOR annually and is representative of the College's continued resource assessment and future planning. Current and forecasted budget documents are available on the University Budget Office's (UBO) website ([IIID4-05](#)).

The UH System and UHCC System offices provide the College with access to several financial forecasting models, which are an integral component of assessing realistic financial resource availability for institutional operations and facility planning.

The framework of financial planning begins with a comprehensive operating financial plan submitted to the Board of Regents (BOR) for its approval prior to the start of each fiscal year. The plan is highly detailed and provides the campus with a solid framework of revenue and

expenditure assumptions that is used to develop the College's annual budget ([IIID1-11](#)). The BOR Budget is subject to quarterly reviews and any discrepancies in revenues and expenditures over the budget, or prior periods, are evaluated by the UHCC System and the College ([IIID4-06](#)). These variances inform needed changes to the budget at the end of each quarter. Additional forecasting tools such as midyear financial plans and payroll projections are also evaluated ([IIID4-07](#), [IIID4-08](#)).

The College makes allocations to departments and units in the fall of each year. Allocations are communicated via memoranda and through face-to-face meetings. The allocation plan includes information for salaries and operational expenditures and allows departments, programs, and units the opportunity to adjust their expenditures accordingly.

The College makes adjustments as needed to maintain financial stability. In periods of declining enrollment, especially out-of-state enrollment, the College has made selective and strategic budget decisions to ensure programs and services can continue to operate to meet the needs of students. In periods where the financial picture is improving, especially if initial budgets were conservative, the College will increase budgets as needed ([IIID4-09](#)).

Additionally, the College has been successful in diversifying its resource base by federal grant funds that provide support for programs and services that align with the College mission and Strategic Plan. In 2022, the College established ten new endowments to fund initiatives through donors including, but not limited to, alumni, corporations, and foundations. Additionally, the College raised nearly \$9 million in extramural funding and exceeded past years in Native Hawaiian serving grants and other federal programs ([IIID4-10](#)).

### **Analysis and Evaluation**

The College, the UHCC, and the UH System have clear processes and procedures for budget development and financial planning. The College uses realistic projections of expected resources and anticipated expenditures for financial and institutional planning. The College also seeks and receives donor and grant funding to supplement its financial resources.

#### **III.D.5.**

**To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

#### **Evidence of Meeting the Standard**

The University has extensive systems in place to ensure that financial information is timely, accurate, complete, and reliable. Some components of the university's effective internal control structure include the following:

- Comprehensive policies and procedures published on the university's website ([IIID5-01](#)), including BOR policies, executive policies, and administrative procedures.
- UHCC policies published on its website ([IIID5-02](#)).
- Internal control procedures ([IIID5-03](#)).
- IT system controls to ensure staff have access to data appropriate to their job duties and that the data is used appropriately.
- Automated Quali Financial System (KFS) workflow controlled by user roles.
- BOR oversight, including the BOR's Committee on Independent Audit (Audit Committee), which oversees the university's internal and external audits. All internal and external audits are reviewed and approved by the BOR.
- Roles, responsibilities, and reporting structure of the university's Office of Internal Audit (IA). The IA reports directly to the Audit Committee, its annual Audit Plan is presented to and approved by the Audit Committee ([IIID5-04](#)).

The university engages external auditors to conduct two major audits annually: (1) the Financial Statement Audit, and (2) the Single Audit which is performed in accordance with government auditing standards and is required for entities that receive a certain amount of federal funds. The university has consistently received unqualified audit opinions on their annual Financial Statement Audits. An unqualified audit opinion means that the financial statements are fairly presented in all material respects. In addition, the university's Single Audit did not identify any internal control deficiencies over compliance that are considered to be material weaknesses. Previous years' audit reports are available on the university's Budget and Finance website ([IIID5-05](#)).

In the course of conducting the annual Single Audit, the external auditors may identify other matters involving internal controls and will report these to the BOR in their Internal Controls and Business Issues Report ([IIID5-06](#)). This report lists the responsible parties for the findings and details their responses and corrective actions. The Audit Committee ensures that all audit findings are addressed in a timely manner.

The College uses several UH administrative software systems to conduct the business affairs of the College, and these systems provide the framework and structures by which internal controls for financial resources are managed. These systems include PeopleSoft for employee information, BANNER for student information, and the Quali Financial Management System (KFS) for fiscal information. The UH System manages these administrative systems, which are designed to segregate duties and responsibilities among end users, financial managers, and approval authorities for all financial-related transaction, revenue, and expenditure processing.

### **Analysis and Evaluation**

The College has appropriate internal controls in place and disseminates financial information in a timely manner to support decision making. Financial management practices are regularly reviewed and updated to improve internal control systems. Regular external audits are conducted to ensure integrity.

### **III.D.6.**

**Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Evidence of Meeting the Standard**

The various reviews and continuous monitoring of the annual budget reinforce its credibility. Prior to submission to the University Budget Office (UBO), UHCC reviews the budget, comparing it with prior-year actual amounts and anticipated changes in economic conditions. Variances between the budget and prior-year actual amounts are discussed with the BOR prior to their approval. Current fiscal year budget-to-actual variances are also discussed at the quarterly BOR meetings, with emphasis placed on the adequacy of remaining unexpended budgeted amounts.

UHCC posts various monthly campus budget reports on its website ([IIID2-07](#)) to facilitate the College's internal planning and reviews. The College's financial and budget-related documents are accurate and credible. The College, in coordination with the UHCC office, uses various multi-year financial projection models, historic revenue and expenditure patterns, and enrollment forecasts to determine anticipated cash and fund balances, revenues, and expenditures. Additionally, the fiscal administrator performs internal and independent reconciliation procedures to ensure accuracy and maintain integrity in financial and budget planning.

The College provides direct support to programs and services through the PAIR process, as is detailed in Standard IIID2 and IB9. This planning and budget process ensures that any request for new resources, and the College's decision to allocate resources for this request, are provided as a result of documented program needs and activities. Moreover, the allocation of resources remains consistently in line with the College, UHCC, and the university strategic plans.

The institution is also evaluated annually by Accuity, an independent auditing firm. According to the June 2023 Annual Financial Report, Accuity concluded the financial reports are following Government Accounting Standards Board (GASB) principles. The financial statements consist of a Statement of Net Position, a Statement of Revenues, Expenses, and Changes in Net Position, a Statement of Cash Flows, and Notes to Financial Statements ([IIID6-01](#)). All these provide an outlook on the financial condition of the university. The university is fiscally dependent upon the State of Hawai'i; therefore, the state is financially accountable for the university as defined by GASB Statement No.61.

#### **Analysis and Evaluation**

The College has internal controls in place to ensure accuracy and credibility in financial documents. These controls include multiple reviews for both historical data and expenditure

projections as well as reconciliation procedures. Allocations are made based on the integrated planning and budgeting process to align financial resources with student learning programs and services.

### **III.D.7.**

**Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **Evidence of Meeting the Standard**

All Single Audit findings, as well as other internal control issues identified in the Internal Control and Business Issues Report, require management responses to be provided. These responses are presented to and reviewed by the Audit Committee and the BOR. Responses are comprehensive and include corrective actions taken. The following year's external audit reports also include the status of the previous year's findings.

The College remediates audit findings in a timely manner. When they occur, audit findings are discussed with the affected units to ensure the units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Findings are also communicated to campus administrative staff and campus or system support units if they are affected or may be involved with corrective action.

The College had one audit finding for fiscal year 2022 ([IIID7-01](#)) and one finding noted in the fiscal year 2022 Internal Control and Business Issues Report ([IIID7-02](#)). The College has completed all corrective actions and has taken measures to prevent any repeat findings.

#### **Analysis and Evaluation**

The Financial and Compliance Audit Report is completed on an annual basis and provided to the UH Audit Committee and Board of Regents. This report includes financial statements, discloses financial conditions, and disseminates audit results to the wider campus community. During the 2022 audit, Kapi'olani Community College received one finding and one comment on internal issues. Responses began with the investigation and then corrective action to remedy the issue and improve the operational process. Reported findings and internal issues were corrected in a timely manner.

### **III.D.8.**

**The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

In addition to the university's external audits, the university's Internal Auditor (IA) performs internal audits of various programs and processes. Both external and internal audits consider

the university's internal control systems and areas of concern are reviewed with the Audit Committee and the BOR.

The College uses the Kuali Financial System (KFS) ([IIID8-01](#)) to implement robust financial controls. Through KFS, documents are automatically routed for proper approvals, and a single sign-on ensures that each purchase is approved using the appropriate account. The system enforces accountability by assigning specific roles for document approval from distinct perspectives. It also accommodates special ad hoc approvals or notifications, and allows routing to specialized offices, such as the Facilities Business Office for construction purchases, Procurement Office for amounts exceeding the Fiscal Officer's signing authority, and Risk Management for Insurance Purchase Orders. Notably, the system prevents the creation of disbursements to oneself, necessitating another user to initiate reimbursement. Features like Sufficient Funds Checking, account effective and expiration dates, and audits contribute to a secure and controlled financial environment. The open system ensures transparency, allowing the campus community to view all financial transactions.

For travel management, eTravel provides an efficient system for routing and approvals. Similar to KFS, it employs a single sign-on for proper approvals based on specific roles, including traveler, supervisor, account supervisor(s), and executive, if necessary. Error checks and automatic calculations of Meals and Incidental Expenses (M&IE) enhance accuracy and compliance.

SAP Concur is our procurement credit card system. It is empowered with a meticulous audit function utilizing keywords, amounts, vendors' names, receipts, and patterns to identify possible noncompliant transactions ([IIID8-02](#)). The procurement card also has built-in controls such as merchant category codes (MCC) to eliminate certain purchase categories, single purchase limitations, and monthly purchase limitations to ensure adherence to proper procurement methods and minimize liabilities for Kapi'olani CC.

The effectiveness of the Business Office is assessed through a set of measures aimed at evaluating operational efficiency and fiscal responsibility. The annual assessment encompasses a comparative analysis with sister campuses and a retrospective review of performance in relation to previous fiscal years. Key operational metrics, such as the average number of workdays required to issue UH purchase orders and submit purchase order payments to the UH Disbursing Office, are meticulously tracked ([IIID8-03](#), [IIID8-04](#)). Random samples collected throughout the fiscal year are averaged to provide a holistic overview. The assessment also takes into account the number of full-time equivalent staff in the Business Office. Furthermore, the Business Office undergoes external scrutiny for financial and compliance integrity through an annual audit conducted by an independent auditing firm (see IIID7).

### **Analysis and Evaluation**

External audits, coupled with programmatic self-assessment and evaluation, support the integrity of the financial management system. In addition, comparable measures of

performance with other UHCC campuses provide quantifiable data that is used to assess effectiveness and efficiencies and identify potential areas for improvement. The College will continue to evaluate and assess the financial management processes based on feedback received in the planning process and a review of comparable data from other campuses.

### **III.D.9.**

**The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

#### **Evidence of Meeting the Standard**

The UHCC System requires that each campus, including Kapi'olani CC, maintain adequate financial resources to ensure financial stability. Financial reserve requirements are dictated by the following policies:

- BOR Policy RP 8.203 ([IIID1-07](#)).
- Executive Policy EP 8.210 ([IIID1-08](#)).
- UHCC Policy 8.201 ([IIID1-09](#)).

Compliance with these policies is monitored by UHCC to ensure adequate cash balances are maintained. The College's cash reserves have consistently exceeded both emergency (16%) and operating reserve (5%-10%) minimums and targets ([IIID9-01](#)).

The Office of Risk Management (ORM) ([IIID9-02](#)) coordinates the University's risk management efforts, administers its program of insurance and self-insurance, and develops various risk and loss control programs. The University is partially or entirely self-insured for certain risks, including unemployment claims and workers' compensation claims. The State Risk Management and Insurance Administration program provides insurance coverage for university-owned and leased vehicles and other university-owned property and property in the care, custody, and control of the university.

Campus reserves for the fiscal year ending June 30, 2023 was \$31.1 million or 72% of prior-year expenditures ([IIID9-01](#)). This far exceeds levels specified in both the UH System and UHCC reserve policies. The Tuition and Fees Special Fund (TFSF) cash balance of the College is \$21.2 million for FY 2023. The College has direct access to these reserve resources should a financial emergency occur or extraordinary financial obligations exist. Should an extremely rare financial emergency occur and the College does not have sufficient tuition and fees, there are other sources of funds that could cover these needs. Other funds include the \$7.8 million Community College Revolving Fund (CCRF) and the \$1.0 million Research and Training Revolving Fund (RTRF).

#### **Analysis and Evaluation**

The College has sufficient cash flow and reserves to maintain stability, conduct risk

management, and implement contingency plans. The College maintains a minimum targeted reserve, as is required by UH policy. Over the fiscal year, expenditures and revenues are carefully monitored. Appropriate strategies are in place to meet financial emergencies and unforeseen occurrences. In addition, cash transfers from within the UHCC System to and from individual colleges are also available if needed. The cash reserves of the UH System and UHCC System far exceed both emergency and operating reserves, minimums, and targets.

### **III.D.10.**

**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **Evidence of Meeting the Standard**

The University has various mechanisms for oversight over its resources. Some of these include:

- Executive Policy EP 8.201 *Cash Management And Short-Term Investment of Operating Funds* ([IIID10-01](#)) for the management of cash and short-term investments.
- Investment Policy RP 8.207 ([IIID10-02](#)) on the university's legacy endowments.
- The university president and BOR chairperson serve as ex-officio trustees of the University of Hawai'i Foundation (UHF), which is the central fundraising organization for the UH System (UHF is also audited annually by external auditors).
- Overall oversight of federal, state, and private grants and contracts provided by the university's Office of Research Services ([IIID10-03](#)).

The Financial Aid Office at the College administers and processes all federal Title IV financial aid, student loans, work study, and scholarships. In compliance with all applicable rules and regulations, the Financial Aid Office provides monthly and annual reports on awards, adjustments, and withdrawals to the federal agency. To ensure there is a division of labor in the system and a measure of integrity within the channel of disbursements, a coordinating process with other departments on campus such as the Business Office and Cashier has been put in place. Additionally, the chancellor and vice chancellor for student affairs provide oversight and accountability in reporting and compliance. The College Financial Aid Office continues to work closely with all UH community colleges to further standardize eligibility, program policies, and awards and work procedures.

The fiscal administrator officer at the Business Office creates and manages grant accounts to ensure disbursements are done timely and in compliance with restrictions. The fiscal administrator at the College adheres to AP 8.617 in the assignment of function codes that identify the funding sources ([IIID10-04](#)). Some scholarships are managed through the UH Foundation. The University of Hawai'i Foundation is an independent, nonprofit foundation that is legally separate from the university and the State of Hawai'i and raises private funds for UH and UHCC. The foundation also manages and administers gifts from private donors.

The College's Grants Office provides support in proposal development, grants management, and project support for extramural funding projects. The fiscal administrator at the Business Office provides fiscal administration for grants, contracts, and awards. All extramurally funded grant proposals are reviewed and processed through the UH Office of Research Services (ORS). Through the support of the ORS and the UH Central Accounting Office, all grants are managed in accordance with all regulations and internal restrictions. ORS compliance provides oversight and assists faculty and principal investigators to ensure compliance with laws and the provisions of contracts and efficient use of grant funds ([IIID10-05](#)).

A variety of financial management tools and models are used to plan, project, monitor, and assess the financial condition of the College. The reports generated by these financial management tools are used to monitor extramural funds, loan funds, and non extramural funds. This includes the use of the following:

- Monthly cash management reports.
- Kuali Financial System (KFS) for authorizing and reviewing expenditures.

Budget reports ([IIID2-07](#)) provide a transparent view of financial allocations and expenditures. All faculty and staff are able to access these reports. For a real-time snapshot, account supervisors are able to check the Kuali Financial System (KFS) for funds availability. The Business Office uses KFS in assessing funds availability before authorizing purchases. This proactive approach ensures that financial decisions align with available resources, preventing overspending and fostering fiscal responsibility. The Business Office also plays a pivotal role in active monitoring through the generation of internal variance reports which scrutinizes budget to actual expenditures.

Cash balance reports constitute another integral component of financial oversight, providing a comprehensive assessment of the overall Special and Revolving Funds. revenue generating programs are monitored to ensure their self-sustaining program can operate. Extramural funds undergo an annual financial and compliance audit. The rigorous scrutiny is overseen by the Office of Research Services (ORS), which actively assists in maintaining compliance with regulatory standards, further reinforcing the commitment to financial integrity and accountability.

### **Analysis and Evaluation**

The College follows established UH and UHCC policies and procedures in providing effective oversight of finances including management of financial aid, externally funded programs, and other financial assets. The College has practices in place such as monthly reconciliations, reports, and financial and compliance audit reports that provide additional oversight to ensure effective fiscal processes and systems.

### ***Liabilities***

#### **III.D.11.**

**The level of financial resources provides a reasonable expectation of both short- term and**

**long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### **Evidence of Meeting the Standard**

The College budgeting process demonstrates both short-term and long-term financial planning. The annual operating budget and Capital Improvement Projects (CIP) expenditure plan undergo extensive reviews with the BOR, both at inception and quarterly. A multi-year financial forecast ([IIID11-01](#)) is also prepared, and along with the 6-Year CIP Plan provide for long-term planning, with adjustments made annually. Debt service payments on revenue bonds are built into the annual operating budget as well as the multi-year financial forecast.

Short-range financial planning emphasizes the verification of sufficient cash balances to meet immediate operational needs. This phase involves a review by the vice chancellor of administrative services and the fiscal manager to ensure that the budget expenditure plan aligns with organizational priorities and financial goals. Throughout the year, the Business Office runs fiscal reports to track budgetary performance and address any deviations promptly. The UHCC Budget Office provides detailed payroll projections. Annual budget meetings bring together department heads and their respective administrators to discuss the general fund and Tuition and Fee Special Fund (TFSF) operating budgets. During these meetings, a key focus is placed on the strategic utilization of cash balances for one-time costs.

Long-range financial planning at the College ensures a robust cash balance for future operations. This involves monitoring of cash balances throughout the fiscal year, accompanied by projections to determine the financial capacity for various allocations. These projections assess the affordability of allocations to campus operating budgets, one-time purchases (such as computers, classroom upgrades, equipment, and building and maintenance repairs) and special projects. The comprehensive analysis extends to evaluating whether the institution can sustain business as usual at existing funding levels and maintain flexibility in the face of potential state general fund restrictions or TFSF revenue shortfalls. Additionally, long-range financial planning encompasses projecting payroll needs, ensuring that hiring plans are financially sustainable, and strategically determining which positions can be filled.

#### **Analysis and Evaluation**

The College maintains both short and long-term financial solvency through following UH and UHCC financial planning and yearly budgeting. The System's CIP reflects that improvements to the nature of capital planning are underway, as the System focuses on aligning facilities needs with current and future programmatic needs so as to maximize the efficiency of both the capital and operational dollar.

#### **III.D.12.**

**The institution plans for and allocates appropriate resources for the payment of liabilities and**

**future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

#### **Evidence of Meeting the Standard**

The university's proportionate share of both Other Post-Employment Benefits (OPEB) (see Note 12 on page 68 of the fiscal year 2022 audited financial statements, [IIID12-01](#)) and pension liabilities (see Note 11 on page 60 of the fiscal year 2022 audited financial statements) are actuarially determined by the State of Hawai'i. These estimated liabilities are adjusted by the state annually and included in the university's audited financial statements.

The state pays for OPEB and pension costs for general funded employees. The College is only responsible for reimbursing the state for OPEB and pension costs for nongeneral funded employees. Reimbursement is made to the state after each payroll and is based on fringe benefit rates determined and assessed by the state. Current fringe rates can be found on the ORS website ([IIID12-02](#)). OPEB and pension are assessed per employee with each pay period. Budgets include all projected fringe costs, including OPEB and pension assessments.

#### **Analysis and Evaluation**

The College is responsible for the OPEB for only a small number of non general funded positions. The OPEB costs associated with these positions are included in the fringe benefit rate on employees' salaries and are factored into the annual and long-term business and financial plans of the revenue-generating accounts and funds that are responsible for paying these costs.

### **III.D.13.**

**On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **Evidence of Meeting the Standard**

Revenue bonds were used to finance the College's energy conservation and alternative energy projects and the Culinary Institute debt service payments are made by the university and the College is assessed its portion of these payments. All debt service assessments are included in the annual budget as well as the multi-year financial forecast and do not have a negative impact on current or future financial obligations.

#### **Analysis and Evaluation**

The College allocates adequate resources to repay any locally incurred debt. Any and all external funding of College projects is overseen by the System offices and reviewed and approved by the governing board. The College executes its role to examine procedures in accordance with the UHCC functional map.

### **III.D.14.**

**All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### **Evidence of Meeting the Standard**

As noted in Standard III.D.10., the College manages its financial resources with integrity including auxiliary activities, fund-raising efforts, grants, and revolving funds.

The College has long-term debt instruments (revenue bonds). Revenue bond funds were used for the purchase and construction costs related to the Culinary Institute of the Pacific building, which opened in 2017. Funds are allocated for debt service annually as part of the budget planning and execution process. In FY 2023, the percentage of the operating budget used for revenue bond debt service for this building will be 1.2 percent.

Auxiliary activities are self-supporting activities that provide noninstructional goods or services funded by a user charge or fee. Auxiliary activities include the bookstore, food service, and parking and are conducted for the benefit of students, faculty, and staff. Bookstore operations are administered by the Mānoa Bookstore unit. Other auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits ([IIID14-01](#)).

For gifts and fundraising, the College is subject to UH System Policy AP 8.620 which covers the College's Memorandum of Understanding and Service Agreement with UH Foundation to coordinate its fundraising and administer gifts ([IIID14-02](#)).

The College's Annual Report demonstrates the College uses fund-raising efforts and extramural funding through grants, contracts, and awards with integrity in a manner consistent with the intended purpose of the funding source (see [IIID4-10](#)). Oversight for extramural funding is provided by the UH System Office of Research Services with additional oversight by the campus Business Office as the fiscal authority responsible for reviewing all extramurally funded transactions. Kapi'olani has taken additional steps to institutionalize a shared services center to facilitate extramural fundraising and extramural project implementation.

To ensure that funds are used for their intended purpose, the cashiering section is trained not to accept deposits unless they align with the appropriate fund and account code, while the fiscal section is similarly trained to expend funds in the proper fund and account code. A key principle is that revenues and expenses should align, being deposited and expended into the same account while adhering to the intended purpose of the revenue and expense.

Different funding sources, such as the Tuition and Fees Special Fund (TFSF) for credit courses and the Community College Revolving Fund (CCRF) for noncredit courses, are designated for

specific purposes. For example, the TFSF covers tuition for credit courses and fees for chartered organizations, student activities, Student Congress, and student publications. The CCRF, on the other hand, is intended for non-credit courses. Purchases that do not meet university standards may find alternative funding through the University of Hawaii Foundation (UHF). This meticulous alignment of funds with their intended purposes ensures financial transparency, compliance, and responsible stewardship of resources.

### **Analysis and Evaluation**

The College uses all financial resources with integrity in a manner consistent with the intended purpose of the funding source. Systems and controls that provide balance and control on the distribution of funds and allocation of financial resources are in place at the College and System offices.

#### **III.D.15.**

**The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

### **Evidence of Meeting the Standard**

To ensure compliance with federal requirements, including Title IV of the Higher Education Act, the institution monitors and manages student loan default rates, revenue streams, and assets. When the federal government identifies deficiencies, the College corrects the situation. The Financial Aid Office staff conduct regular compliance requirement checks pursuant to the U.S. Department of Education (ED) regulations. The most recent full audit of the College's programs occurred during the 2021-2022 award year. The results were:

*Finding Number 2022-004 – Failure to Perform Federal Direct Loan (DL) Reconciliations for Two Months at Kapi'olani Community College (KCC). KCC stated that it implemented procedures to back up documentation supporting the transmittal and reconciliation of borrower data on at least a quarterly basis ([IIID15-01](#), p.9).*

The College's Financial Aid Office staff regularly verifies that all requirements are being met in accordance with U.S. Department of Education guidelines. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan program and/or the Federal Pell Grant program. The College's three-year cohort default rates during the last published cohort years were 7.2% in 2018, 3.3% in 2019, and 0% in 2020 ([IIID15-02](#), [IIID15-03](#), [IIID15-04](#)). The College currently is in good standing with the U.S. Department of Education since no findings or corrective measures were found.

### **Analysis and Evaluation**

The College ensures compliance with federal requirements and regulations, including Title IV of Higher Education Act. The College monitors and manages student loan default rates, revenue sources, and assets. The College also complies with any requirements that are raised when the federal government identifies deficiencies. The Financial Aid office ensures that default rates remain within acceptable levels and provides periodic reports to the U.S. Department of Education and relevant state agencies.

### ***Contractual Agreements***

#### **III.D.16.**

**Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

#### **Evidence of Meeting the Standard**

UHCC Policy 8.102A ([IIID16-01](#)) delegates the authority to enter into affiliation agreements and/or memoranda of understanding for sponsored class or sheltered class contracts with external agencies to the College's chancellor. All such agreements are required to comply with all applicable BOR policies, university executive policies, administrative procedures, and delegation memoranda.

All contracts are consistent with the mission and goals of the College and are governed by institutional and systemwide policies ([IIID16-02](#), [IIID16-03](#), [IIID16-04](#)). Contract oversight is handled by the College's vice chancellor of administrative services. The review of contractual agreements involves a systematic chain of command involving program and/or Business Office review, vice chancellor review with recommendations, and final approval by the chancellor, ensuring that all agreements adhere to established guidelines and standards. This approach to contract review and oversight guarantees compliance, transparency, and adherence to institutional policies.

The College's various types of contracts include basic services, concession agreements, procurement contracts, and facilities use agreements. For basic services and concession agreements, the institution relies on vetted templates, and the co-signature of the chancellor and procurement director ensures alignment with institutional standards. Facilities use agreements adhere to templates outlined in EP8.200 Appendix 05 ([IIID16-05](#)). The procurement process is carefully dictated by signing authority amounts, with the chancellor signing for amounts under \$25K and co-signing with the procurement director for amounts exceeding \$25K.

The College uses the UH service contract template that has been approved for use by the UH General Counsel office and includes a termination clause ([IIID16-06](#)). The waiver of Shrinkwrap terms is facilitated through an OVPIT request ([IIID16-07](#)).

### Analysis and Evaluation

The College’s contractual agreements are subject to various UH System policies and procedures and oversight is provided by UH System staff, thereby ensuring that the College maintains its integrity in contractual agreements. Contracts are consistent with the College’s mission statement and goals. At all times the College maintains oversight and review and retains authority over all financial decisions.

### Conclusions on Standard III.D: Fiscal Resources

Kapi’olani Community College has sufficient financial resources to support its programs and services. The College is fiscally responsible and maintains a strong reserve fund balance and internal controls. Budget allocations are tied to program review and the Strategic Plan sets priorities for spending. External audits coupled with programmatic self-assessment and evaluation support the integrity of the financial management system. The College ensures compliance with federal requirements and regulations, including Title IV of the Higher Education Act and monitors and manages student loan default rates, revenue sources, and assets. The Financial Aid Office ensures that default rates remain within acceptable levels.

### Improvement Plan

Standard(s)	Change or Plan	Person(s) Responsible	Timeline	Expected Outcome
IIID1, IIID3	Improve budget allocation process and reaffirm alignment with strategic plan, program review and assessment.	Vice Chancellor of Administrative Services, Budget Manager & Executive Director of Strategy	Fall 2024 - Spring 2025	Review and update the KP 1.111 PAIR procedures for annual discretionary budget requests. Implement procedures annually.

### Evidence List

- [IIID1-01](#) UHCC Policy 8.000, General Fund and Tuition and Fees Special Fund Allocation
- [IIID1-02](#) UH Operating Budget for Fiscal Year 2022-23 Presentation
- [IIID1-03](#) Operating Budget Narrative FY23
- [IIID1-04](#) Operating Budget FY23
- [IIID1-05](#) Notice of Meeting BOR Committee on Planning and Facilities 09-01-2022
- [IIID1-06](#) Notice of Meeting BOR Committee on Budget and Finance 11-03-2022
- [IIID1-07](#) Regents Policy 8.203 Reserve Policy
- [IIID1-08](#) Executive Policy 8.210 Systemwide Financial Reserves
- [IIID1-09](#) UHCC Policy 8.201 Unrestricted Fund Reserve
- [IIID1-10](#) UHCC Reserve Status Report FY23
- [IIID1-11](#) BOR Budget FY23

<a href="#"><u>IIID1-12</u></a>	FY23 Budget Development Framework for GF and TFSF Allocations
<a href="#"><u>IIID1-13</u></a>	FY23 Budget Request Training Workshop
<a href="#"><u>IIID1-14</u></a>	FY23 Program Budget
<a href="#"><u>IIID1-15</u></a>	Budget Memo
<a href="#"><u>IIID1-16</u></a>	FY23 Budget Allocation Summary TFSF Final Tentative Allocations
<a href="#"><u>IIID1-17</u></a>	FY23 Budget Adjustment Summary
<a href="#"><u>IIID1-18</u></a>	FY23-27 Five Year Budget Plan
<a href="#"><u>IIID2-01</u></a>	UH System Strategic Plan 2023-29
<a href="#"><u>IIID2-02</u></a>	Nursing ARPD 2022
<a href="#"><u>IIID2-03</u></a>	FY23 Nursing Lecturer Allocation Memo
<a href="#"><u>IIID2-04</u></a>	FY Funded Equipment from UHCC System
<a href="#"><u>IIID2-05</u></a>	Regents Policy 8.204 University Budget (Operating and Capital Improvements)
<a href="#"><u>IIID2-06</u></a>	Internal Budget Calendar
<a href="#"><u>IIID2-07</u></a>	UHCC Campus Budget Reports Website
<a href="#"><u>IIID2-08</u></a>	UHCC Historical Budget Information Website
<a href="#"><u>IIID2-09</u></a>	Monthly Financial Reports
<a href="#"><u>IIID3-01</u></a>	State of Hawai'i Budget Finance Memo
<a href="#"><u>IIID3-02</u></a>	Campus Budget Allocation Memo
<a href="#"><u>IIID3-03</u></a>	Budget Prioritization FY21
<a href="#"><u>IIID4-01</u></a>	Tuition Setting Review Policy Practice
<a href="#"><u>IIID4-02</u></a>	Notice of Board of Regents Meeting 07-21-2016
<a href="#"><u>IIID4-03</u></a>	Tuition Rate Schedule
<a href="#"><u>IIID4-04</u></a>	Opening Enrollment 2019-23
<a href="#"><u>IIID4-05</u></a>	UH System Current Budget Documents Website
<a href="#"><u>IIID4-06</u></a>	Q1 Board of Regents Budget Review
<a href="#"><u>IIID4-07</u></a>	FY23 Mid-Year Financial Plan
<a href="#"><u>IIID4-08</u></a>	FY23 Q1 Payroll Projection
<a href="#"><u>IIID4-09</u></a>	FY23 Budget Adjustment Summary
<a href="#"><u>IIID4-10</u></a>	Annual Report 2021-22
<a href="#"><u>IIID5-01</u></a>	UH System Administrative Procedures Chapter 8, Business and Finance
<a href="#"><u>IIID5-02</u></a>	UHCC Policies Website
<a href="#"><u>IIID5-03</u></a>	Internal Control Procedures
<a href="#"><u>IIID5-04</u></a>	Board of Regents Committee on Independent Audit 06-01-2022
<a href="#"><u>IIID5-05</u></a>	UH Budget Finance Website
<a href="#"><u>IIID5-06</u></a>	Board of Regents Committee on Independent Audit 04-06-2023
<a href="#"><u>IIID6-01</u></a>	FY23 Financial Statements
<a href="#"><u>IIID7-01</u></a>	Audit Report 2022
<a href="#"><u>IIID7-02</u></a>	Internal Control Report 2022
<a href="#"><u>IIID8-01</u></a>	Kuali Financial System
<a href="#"><u>IIID8-02</u></a>	PCDO Audit Findings

<a href="#"><u>IIID8-03</u></a>	Business Office Measures Count FY23
<a href="#"><u>IIID8-04</u></a>	FY23 Fiscal Transaction Counts
<a href="#"><u>IIID9-01</u></a>	Reserve Status Report FY23
<a href="#"><u>IIID9-02</u></a>	UH Risk Management Website
<a href="#"><u>IIID10-01</u></a>	Executive Policy 8.201 Cash Management and Short-Term Investment of Operating Funds
<a href="#"><u>IIID10-02</u></a>	Regents Policy 8.207 Investments
<a href="#"><u>IIID10-03</u></a>	Office of Research Services Website
<a href="#"><u>IIID10-04</u></a>	Administrative Procedure 8.617 Revenue and Higher Education Function Codes
<a href="#"><u>IIID10-05</u></a>	APM A8.955 Sub-recipient Monitoring
<a href="#"><u>IIID11-01</u></a>	Multi-Year Financial Forecasts FY23-29
<a href="#"><u>IIID12-01</u></a>	Consolidated Financial Statements 2022
<a href="#"><u>IIID12-02</u></a>	Rates on Office of Research Services Website
<a href="#"><u>IIID14-01</u></a>	CCRF Revenue Revenues Expenses
<a href="#"><u>IIID14-02</u></a>	Administrative Procedure 8.620 Gifts
<a href="#"><u>IIID15-01</u></a>	FY22 ED Audit
<a href="#"><u>IIID15-02</u></a>	FY18 Default Rate
<a href="#"><u>IIID15-03</u></a>	FY19 Default Rate
<a href="#"><u>IIID15-04</u></a>	FY20 Default Rate
<a href="#"><u>IIID16-01</u></a>	UHCC Policy 8.210A Affiliation Agreements, Sponsored Class, and Sheltered Class Memorandum Agreements
<a href="#"><u>IIID16-02</u></a>	Executive Policy 8.200 Policy on Contracts and Signing Authority
<a href="#"><u>IIID16-03</u></a>	Administrative Procedure A8.275 Contract Formation and Administration
<a href="#"><u>IIID16-04</u></a>	Executive Policy 8.200 Policy on Contracts and Signing Authority
<a href="#"><u>IIID16-05</u></a>	Contract Appendices Website
<a href="#"><u>IIID16-06</u></a>	Services Contract Template
<a href="#"><u>IIID16-07</u></a>	Small Purchase PCard Non-Standard Terms Request

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# Standard IV



**LEADERSHIP AND GOVERNANCE**

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### IV.A. Decision-Making Roles and Processes

#### IV.A.1.

**Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### **Evidence of Meeting the Standard**

The leaders of Kapi'olani Community College create and encourage innovation leading to institutional excellence by supporting administrators, faculty, staff, and students to improve College practices, programs, and services. Participative processes are used to ensure effective implementation of ideas, particularly when policies are impacted or there are significant institution-wide implications (see IVA2). Here are a few examples of innovations or ideas for improvement that have been brought forward by an individual or group, advanced through the governance/decision-making process when necessary, and implemented:

Classes in Carts: When the former chancellor asked the authorized governance organizations (AGOs) for suggestions to support student reenrollment, Student Congress proposed the initiative "Classes in Carts" to engage students in preparing to register for classes ([IVA1-01](#)). The idea was proposed to the Chancellor's Advisory Council and administrators, faculty, and staff supported it. The students recruited faculty and staff to volunteer for the event to share information with students about registration, financial aid, scholarships, etc., and then led students to meet with a counselor to select classes for the upcoming semester ([IVA1-02](#)).

I HEART Kapi'olani Community College: This event brings together new, current, and former Kapi'olani CC students, along with their friends, families, and the community. It was the idea of the president of the College's Alumni & Friends Association (who also works as a counselor at the College) to bring the alumni back to campus ([IVA1-03](#)). It was supported by administration and the College and has turned it into a successful event with food vendors, music, fun, and interactive demonstrations and activities ([IVA1-04](#)).

Ka Wehena Kaiao: The former chancellor's experience during an exchange visit with the Waiariki Institute of Technology, Rotorua, Aotearoa, inspired the creation of *Ka Wehena Kaiao: the Breaking of Dawn*, a Native Hawaiian protocol handbook written by the 'Aha Mole of 'Aha Kalāualani, the Native Hawaiian Council and funded by a Title III grant ([IVA1-05](#)). This handbook serves as a cultural guide to the land, chiefs and chiefesses, values, chants, and songs that are significant to the College ([IVA1-06](#)). 'Aha Kalāualani presented a series of public programs, workshops, and educational videos centered on *Ka Wehena Kaio* to engage the College in meaningful dialogue and provide opportunities for participants to learn more about the cultural history of the land surrounding the College ([IVA1-07](#)).

The Pāoa Research Program is a pilot initiative from the College's Undergraduate Research Experiences Program, Kapo'oloku Program for Native Hawaiian Student Success, and the NSF Bridges-to-Baccalaureate grant. Students are encouraged to conduct faculty-mentored research on a broad range of topics. Undergraduate research can take on many forms as evidenced in a publication named *Pueo O Kū*, which is published every two years and highlights student-conducted research ([IIA7-22](#), [IIA7-17](#)).

### **Analysis and Evaluation**

The leaders of Kapi'olani Community College create and encourage innovation leading to institutional excellence, supporting faculty, staff, and students to take initiative and effect improvements in a systematic, participative process that assures effective planning and implementation.

#### **IV.A.2.**

**The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

The University of Hawai'i Board of Regents (BOR) sets and publishes systemwide policies regarding governance in the Board of Regents General Overview ([IVA2-01](#)). The University of Hawai'i Professional Assembly's (UHPA, the faculty union) collective bargaining agreement

establishes clear guidelines regarding the faculty's scope of authority in decisions regarding academic matters ([IVA2-02](#)).

Governance and decision making at the College are participatory processes involving two types of representation, one based on assigned leadership (e.g., the director of Human Resources) and one based on elected leadership (e.g. Faculty Senate chair). The following policies outline the College's participative decision-making processes:

- K1.201 *Shared Governance Policy* ([IVA2-03](#)) describes the structure for participation in governance by administrators, faculty, staff, and students through constituent-based authorized governance organizations (AGOs): Faculty Senate, Staff Council, Student Congress, and the Native Hawaiian Council ('Aha Kalāualani), as well as the Chancellor's Advisory Council, the Executive Leadership Team, and ad hoc committees and task forces.
- K1.112 *Participation in College Decision-Making Processes* ([IVA2-04](#)) assures that faculty, staff, and students have a substantive and clearly-defined role in institutional governance and the opportunity to exercise a substantial voice in College policies, planning, and budget that relate to their areas of responsibility and expertise.

The AGOs hold elections and convene meetings on a regular basis. Each AGO sends resolutions made on behalf of their constituents directly to the chancellor for response. In addition, each AGO sends a representative to fully participate and vote in the Chancellor's Advisory Council (CAC) ([IVA2-03](#), [IVA2-05](#)). The AGO representatives report on their goals, concerns, and activities at the beginning of each CAC meeting. Additionally, the AGO representatives meet with the chancellor and executive leadership team regularly. The roles of Faculty Senate ([IVA2-06](#)) and Student Congress ([IVA2-07](#)) are recognized in the Board of Regents Guide ([IVA2-08](#)). 'Aha Kalāualani ([IVA2-09](#)) is the College's Native Hawaiian Council and represents the College at the Pūko'a Council of the University of Hawai'i System ([IVA2-10](#), [IVA2-01](#)). The Staff Council is evidence of the College's firm commitment to staff input in campus affairs ([IVA2-11](#)). The student voice is also represented by Student Congress members who serve on select Faculty Senate committees such as the Academic and Institutional Policy and Procedures Committee.

The Chancellor's Advisory Council ([IVA2-05](#), [IVA2-12](#)) provides opportunities for campus leaders, faculty, staff, and students to work with administration in the governance process. There are other councils and working groups that make recommendations to the vice chancellors for academic affairs ([IVA2-13](#)), student affairs ([IVA2-14](#), [IVA2-15](#)), and the dean for Community and Continuing Education ([IVA2-16](#)).

The Executive Leadership Team (ELT) convenes on a weekly basis and includes the vice chancellors for academic affairs, student affairs, and administrative services, the three academic program deans, the assistant dean for the Office of Community and Continuing Education, the executive director of strategy, and the chancellor. Issues affecting the College are addressed in

these meetings and all members are responsible for keeping their respective constituents informed of administrative decisions that address the needs, ideas, and vision of the College's community members. AGO leaders are invited to attend these meetings once per semester.

In addition to the AGOs and advisory councils, the chancellor may also designate special-purpose committees such as ad hoc committees and task forces to address specific issues that remain outside the normal business of the councils or require campuswide discussion and recommendation ([IVA2-17](#)).

### **Analysis and Evaluation**

The UH System and the College have established a broad and comprehensive set of policies and procedures that authorize administrators, faculty, staff, and students to participate in making recommendations to the chancellor that inform decision-making. The policies clearly define and distinguish between the role of oversight and that of administration of the College. Within operations, the College gives a voice to all constituency groups for balanced and well-rounded perspectives on governance issues. Individual stakeholders bring forth ideas through established channels and work together on policy, planning, and special-purpose committees.

#### **IV.A.3.**

**Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

#### **Evidence of Meeting the Standard**

The College's Functional Statements ([IVA3-01](#)) outline the governance responsibilities of all executive administrative offices. The College's Shared Governance Policy K1.201 ([IVA2-03](#)) clearly states the roles of administrators and faculty at the College in policy development, planning, and budgetary matters. The College's Participation in College Decision-Making Processes policy ([IVA2-04](#)) also assures that faculty, staff, and students have a substantive and clearly-defined role in institutional governance.

The Faculty Senate is an authorized governance organization of the College and is the formal mechanism for faculty voice regarding policies and procedures that govern academic and student support issues. The Faculty Senate consists of 14 faculty senators, elected to represent the voices and perspectives of their departments/programs/units ([IVA2-06](#)).

As stated in IVA2, the Faculty Senate's constitution ([IVA3-02](#)) states that faculty participate in policy-making regarding:

- The mission, strategic planning, and directions of the College.
- Curriculum and instruction.
- Academic support and student support.
- Budget.

- The evaluation of faculty and administrators.
- The canon of professional ethics, rights, and responsibilities.
- Other matters which affect the general quality of the College.

The College strives to have broad participation of faculty in discussions on policies, planning, and budget through collegial, open, and participatory governance. Ideas for campuswide policies can be suggested by any member of the College. These ideas are reviewed by the administration, the CAC ([IVA2-05](#)), AGOs, and the groups each CAC member represents. The AGO leaders meet regularly with the executive leadership team and the chancellor. Recommendations for policies go to the chancellor for final decision.

The College's planning system involves a set of interrelated plans and processes. Faculty significantly contributed to the following plans, which were reviewed by constituents and approved by administration through the formal governance process.

- College Strategic Plan, 2023-29 ([IA2-13](#)).
- Distance Education Plan, 2022-27 ([IIA7-12](#)).
- Hawai'i Papa O Ke Ao 2022 Plan ([IA3-05](#)).
- ConSOLIDated Climate and Civic Action Plan, 2022-26 ([IA3-06](#)).

Faculty and administration also have a role in budget development ([IA3-10](#)). Department chairs and unit heads submit annual budget requests, with input from faculty from their areas, and these requests are reviewed by administration, who make the final decision regarding the annual allocation. See Standard IIID1 for further discussion on the budget process.

### **Analysis and Evaluation**

The roles that faculty and administration play in the governance of the College are clearly identified in the policies and procedures. Through the system of shared governance, all constituent groups have opportunities to have a voice in the larger issues of the College such as planning, policy development, and decisions regarding budgetary matters.

#### **IV.A.4.**

**Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

#### **Evidence of Meeting the Standard**

The Board of Regents Policy 1.210 *Regents' Policy on Faculty Involvement in Academic Decision Making and Academic Policy Development* ([IVA4-01](#)) states,

*...the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in*

*exceptional circumstances and for reasons communicated to the faculty.*

In addition, Policy K5.201 *Curriculum Review Process and Guidelines* ([IVA4-02](#)) clearly outlines the role of the faculty and academic administrators in the review of curriculum. In accordance with K5.201, the Faculty Senate Curriculum Committee ([IVA4-03](#)), the Faculty Senate, and the vice chancellor for academic affairs review curriculum proposals before final approval by the chancellor. New programs or program modifications that result in significant changes in resources must be approved by the BOR. The curriculum review process ([IIA2-04](#)), as specified by the Faculty Senate, requires that faculty proposing new or modified curriculum consult with their academic deans prior to submission of proposals to the review process.

New programs are proposed to the vice president of community colleges and approved by the Board of Regents in accordance with Board of Regents Policy RP 5.201 *Instructional Programs and Regents Policy Chapter 5 Academic Affairs* ([IIA15-01](#)). Executive Policy EP 5.202 *Review of Established Programs* ([IVA4-04](#)) mandates that the College's established programs shall receive a comprehensive review at a minimum of every five years

K5.202 Policy on Review of Established Programs ([IIA3-03](#)), gives responsibility to the College's faculty and staff to conduct program reviews to assess and evaluate the effectiveness and efficiency of instructional, student support, and learning support programs. The program administrator (dean or vice chancellor) is responsible for reviewing reports and ensuring the completion of reports by established deadlines. Results are used for decisions related to program improvement, modification, and/or termination. The College's Annual Reports of Program Data (ARPDs) provide a place for this assessment, as demonstrated by the 2022 ARPD for Hospitality and Tourism ([IVA4-05](#)).

Per K1.100 Policy on the Policy Development Process ([IB7-02](#)), these policies should be reviewed every five years or sooner, if necessary. Recent examples of policy review and evaluation include:

- The Curriculum Review Policy (K5.201) was reviewed and revised by the Faculty Senate Curriculum Committee and approved by the Faculty Senate. The policy was then reviewed and vetted by the Chancellor's Advisory Council (CAC) and approved on November 9, 2021 ([IB7-04](#)).
- The Planning and Assessment Integration with Resources (PAIR) Policy (KOP 1.111) ([IA3-10](#)) was revised based on recommendations of the PAIR Task Force, which requested that four key changes to the policy be endorsed by the CAC to ensure that essential principles were defined ([IB7-05](#)). The revised policy was approved by the CAC on May 10, 2022 ([IB7-06](#)).
- The Shared Governance Policy K1.201 was reviewed and approved by the Chancellor's Advisory Council on May 9, 2023 ([IB7-07](#)).

### **Analysis and Evaluation**

Faculty and administrators, through policy and procedures, have responsibility for

recommendations about curriculum and student learning programs and services. Program design, implementation, and analysis rest first with faculty as subject matter experts through program review and outcomes assessment. Administrative leaders work with faculty to implement and execute program plans based on an analysis of needs and resource allocation requests. The College regularly reviews these policies to ensure that they are being followed and practices are functioning effectively.

#### **IV.A.5.**

**Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

#### **Evidence of Meeting the Standard**

K1.201 *Shared Governance Policy* ([IVA2-03](#)) outlines the governance structure at the College, which is implemented through the activities of its four authorized, constituent-based organizations:

- ‘Aha Kalāualani (Native Hawaiian Council) ([IVA5-01](#), [IVA5-02](#)).
- Faculty Senate ([IVA3-02](#), [IVA5-03](#)).
- Staff Council ([IVA5-04](#), [IVA5-05](#)).
- Student Congress ([IIC4-09](#), [IVA5-06](#)).

Native Hawaiians, faculty, students, and staff have the opportunity to address their representative organizations on issues they deem important. The faculty, staff, and students who serve in these organizations provide avenues of participation for, and make decisions representative of, their respective constituents as well as advise the chancellor accordingly in areas as defined by their charters.

Timely decisions on institutional plans, policies, and other key considerations are discussed and voted on at the Chancellor’s Advisory Council (CAC) ([IVA2-05](#)). The CAC is composed of leaders of instructional programs, administrative and educational support units, representatives from the four authorized, constituent-based organizations, and others with campuswide responsibilities. With regularly scheduled monthly meetings, the CAC allows diverse members of campus to present and discuss issues, concerns, and ideas and for discussions concerning the recommendations made by the authorized organizations, administration, and/or other advisory groups in a timely manner ([IB7-07](#)).

Timely action on curricular change is demonstrated by the curriculum review process (see IVA4). The Faculty Senate Curriculum Committee completes an annual report that summarizes the curricular decisions made each year ([IA2-08](#)). Deadlines at each stage of the process are set to ensure that review and approval is completed in time for changes to be included in the STAR Guided Pathways System ([IVA5-07](#), [IIA2-04](#)).

## **Analysis and Evaluation**

The College ensures that the appropriate consideration of relevant perspectives, expertise, and responsibility guide decision-making and timely action on plans, policies, curricular change, and other key considerations. All constituent groups throughout the College, including students to the maximum extent possible, have a place in governance and on specific governance bodies. The broad representative membership of the CAC ensures diverse perspectives are involved in decision-making for key issues.

### **IV.A.6.**

**The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

#### **Evidence of Meeting the Standard**

The Chancellor's Advisory Council (CAC), the most representative council at the College where many of the institution's decisions are made, documents its decisions in published minutes ([IB7-07](#), [IVA6-01](#)). The voting process is described in the CAC Charter ([IVA6-02](#)). CAC members are expected to communicate decisions from the Council to their constituents. When the CAC votes on a campuswide policy or issue, the CAC member is voting on behalf of their unit and receives feedback from those they represent prior to voting. The CAC meetings have been held online since 2020 and all faculty and staff are welcome to attend. The minutes of the CAC meetings are distributed to the campus via email and posted on the College website. The minutes and video recording are also available and distributed via the daily news bulletin *News and Events* ([IVA6-03](#)).

The decision-making process for each of the College's authorized governance organizations (AGOs) is documented in their by-laws or charter ([IVA5-01](#), p.5, [IVA3-02](#), p.2, [IVA4-04](#), [IIC4-09](#)). Their action plans, action requests, resolutions, and other decisions are documented in meeting minutes and reports, which are publicly available on the College's Faculty and Staff website ([IVA6-04](#)). At every CAC meeting the AGOs report on their activities and plans. Their presentations are shared in the CAC minutes.

The Executive Leadership Team (ELT) meets on a weekly basis to advise and receive direction from the chancellor. The ELT includes the vice chancellors for academic affairs, Student Affairs, and Administrative Services; the three academic program deans, the dean for the Office of Community and Continuing Education, the executive director of strategy, and the chancellor. Decisions made by the Chancellor and ELT are documented via memo or email to the campus ([IVA6-05](#), [IVA6-06](#)). General minutes or notes were taken and published regularly on the Kapi'olani Community College website through May 2020 ([IVA6-07](#)). Formal publication of the minutes were paused during the pandemic. During the start of the COVID-19 pandemic, when the majority of the College worked from home, the former chancellor strove to keep communication lines open and held regular updates to keep employees informed about

decisions, changing procedures, COVID-19 updates, and other issues during this challenging time. The chancellor's updates demonstrate how administrators worked to widely communicate information and decisions with the campus community ([IVA6-08](#)).

### **Analysis and Evaluation**

The College uses representative meetings, memo, emails, and the daily news bulletin *News and Events* to document and communicate decisions. The CAC email listserv, which all faculty and staff may subscribe to, is often used to communicate decisions impacting the entire campus. The Executive Leadership Team (ELT) communicates decisions via memo, email, and at CAC meetings. The formal publication of ELT meeting minutes was paused in 2020. The current ELT has commenced its publication of meeting minutes on the Kapi'olani Community College website starting in February 2024 ([IVA6-09](#), [IVA6-10](#)).

#### **IV.A.7.**

**Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### **Evidence of Meeting the Standard**

Leadership roles across the campus are evaluated by College constituents through surveys such as job performance evaluations of the department chair/unit head ([IVA7-01](#)) and the UH System 360 evaluations for executives ([IVA7-02](#)). The chancellor also provides an annual self-assessment to the UHCC Office of the Vice President. The department chair/unit head survey is administered annually by the Office for Institutional Effectiveness (OFIE) and discussed with the program administrator. UHCC Policy 9.202 Executive Employees Performance Evaluation requires that all executive employees be evaluated annually for performance and accomplishments based on criteria established by the president ([IVA7-03](#)).

Authorized governance organizations and other leadership councils are evaluated on a regular basis via surveys to their constituents. These surveys are also administered by OFIE and the results are shared on the College website. The leadership from these organizations use the survey results to identify areas for improvement and set goals for the following year. See the most recent Continuous Improvement reports for the Executive Leadership Team ([IVA7-04](#)), Faculty Senate ([IVA7-05](#)), Staff Council ([IVA7-06](#)), and 'Aha Kalāualani, the Native Hawaiian Council ([IVA7-07](#)).

As the College enters its new Strategic Plan, 2023-29, annual implementation and evaluation is expected ([IB4-02](#)). The culture of continuous improvement remains as the foundation for evaluating effectiveness of leadership roles and the institution's governance organizations and communicated through CAC meetings, the Kapi'olani Community College website, and emails.

To ensure that the College regularly evaluates its policies across all areas of the institution,

Policy K1.100 (Policy on the Policy Development Process) ensures that campus policies are reviewed every five years ([IB7-02](#), p.4). For each policy review, the Chancellor convenes a disappearing task force with representatives from each authorized governance organization ([IVA7-08](#)). After robust, broad-based dialog ([IVA7-09](#)), revised policies are updated following a vote to approve by the CAC membership. Information and decisions are disseminated to the CAC members, who are required to communicate the same to their constituents. This process ensures that the governance policies are relevant and responsive to the campus needs. Recently, the Shared Governance Policy K1.201 ([IVA1-03](#)) was reviewed and approved by the Chancellor's Advisory Council on May 9, 2023 ([IB7-07](#)).

### **Analysis and Evaluation**

The College regularly evaluates leadership roles, governance, and decision-making policies to ensure integrity and effectiveness and to respond to changing student needs. Evaluation results are shared widely and are used to effect improvements. In 2022-23, for example, the CAC spent considerable time reviewing and updating the governance and decision-making processes. The College uses feedback from evaluations to develop practices and policy in pursuit of continuous improvement.

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### **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

The leaders of Kapi'olani Community College support faculty, staff, and students to take initiative and effect improvements at the College. The UH System and the College have established policies and procedures that authorize administrators, faculty, staff, and students to participate in making recommendations to the chancellor that inform decision-making. The College gives a voice to all constituency groups for balanced and well-rounded perspectives on governance issues. The broad representative membership of the authorized governance organizations and the Chancellor's Advisory Council ensures diverse perspectives are involved in decision-making. Decisions are documented via memo, email announcements, and/or meeting minutes.

### **Evidence List**

<a href="#">IVA1-01</a>	Classes in Carts Email from the Chancellor
<a href="#">IVA1-02</a>	Classes in Carts Email Student Congress
<a href="#">IVA1-03</a>	I HEART Kapi'olani CC Email
<a href="#">IVA1-04</a>	I HEART Kapi'olani CC Flyer
<a href="#">IVA1-05</a>	Protocol Booklet Charter
<a href="#">IVA1-06</a>	<i>Ka Wehena Kaiāo</i> Intro
<a href="#">IVA1-07</a>	KCC Annual Report 2021-22 p.12 'Aha Kalāualani
<a href="#">IVA2-01</a>	BOR Governance
<a href="#">IVA2-02</a>	UHPA Agreement
<a href="#">IVA2-03</a>	K1.201 Shared Governance Policy
<a href="#">IVA2-04</a>	K1.112 Participation in College Decision-Making Processes
<a href="#">IVA2-05</a>	Chancellor's Advisory Council (CAC) Flowchart and Charter
<a href="#">IVA2-06</a>	Faculty Senate Website

<a href="#">IVA2-07</a>	Student Congress Website
<a href="#">IVA2-08</a>	BOR Shared Governance
<a href="#">IVA2-09</a>	'Aha Kalāualani Website
<a href="#">IVA2-10</a>	Pūko'a Council Website
<a href="#">IVA2-11</a>	Staff Council Website
<a href="#">IVA2-12</a>	CAC Website
<a href="#">IVA2-13</a>	Academic Affairs Council Charter
<a href="#">IVA2-14</a>	Student Affairs Leadership Team Meeting Agenda and Notes 04-18-2023
<a href="#">IVA2-15</a>	Counseling and Academic Advising Council (CAAC) Guidelines Revisions
<a href="#">IVA2-16</a>	Office of Continuing Education and Training (OCET) Charter
<a href="#">IVA2-17</a>	Memo - Task Force for Employee Professional Development
<a href="#">IVA3-01</a>	Functional Statements
<a href="#">IVA3-02</a>	Faculty Senate Constitution
<a href="#">IVA4-01</a>	BOR Policy 1.210 Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development
<a href="#">IVA4-02</a>	K5.201 Curriculum Review Process and Guidelines
<a href="#">IVA4-03</a>	Curriculum Committee Minutes 10-28-2022
<a href="#">IVA4-04</a>	Executive Policy 5.202 Review of Established Programs
<a href="#">IVA4-05</a>	ARPD Hospitality and Tourism Education 2022
<a href="#">IVA5-01</a>	Nā Kānāwai Kalāualani
<a href="#">IVA5-02</a>	'Aha Kalāualani General Membership Meeting Minutes
<a href="#">IVA5-03</a>	Faculty Senate Final Report, 2021-22
<a href="#">IVA5-04</a>	Staff Council Bylaws
<a href="#">IVA5-05</a>	Staff Council Meeting 07-26-2022
<a href="#">IVA5-06</a>	<i>Kapi'ō News</i> Student Congress Website
<a href="#">IVA5-07</a>	News Bulletin Curriculum Proposals Fall 2023
<a href="#">IVA6-01</a>	CAC Meeting Minutes 12-12-2023
<a href="#">IVA6-02</a>	Signed CAC Charter
<a href="#">IVA6-03</a>	News Bulletin CAC Meeting Video and Highlights 12-12-2023
<a href="#">IVA6-04</a>	Faculty and Staff Website
<a href="#">IVA6-05</a>	Memo Response to Your Feedback on Institutional Assessment Plan and Updated Plan
<a href="#">IVA6-06</a>	Position Updates CAC Email
<a href="#">IVA6-07</a>	Executive Leadership Team (ELT) Meeting 03-09-2020
<a href="#">IVA6-08</a>	Chancellor COVID-19 Updates Website
<a href="#">IVA6-09</a>	ELT Minutes, Google Drive
<a href="#">IVA6-10</a>	ELT Minutes, April 17, 2024
<a href="#">IVA7-01</a>	Library Unit Head Job Performance Survey 2022-23
<a href="#">IVA7-02</a>	360-degree Executive and Managerial Assessment 2022
<a href="#">IVA7-03</a>	UHCC Policy 9.202 Executive Employees Performance Evaluation
<a href="#">IVA7-04</a>	ELT Continuous Improvement Report 2020-21
<a href="#">IVA7-05</a>	Faculty Senate Continuous Improvement Report 2020-21
<a href="#">IVA7-06</a>	Staff Council Continuous Improvement Report 2020-21
<a href="#">IVA7-07</a>	'Aha Kalāualani Continuous Improvement Report 2020-21

## IV.B. Chief Executive Officer

### IV.B.1.

**The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

#### **Evidence of Meeting the Standard**

The responsibilities of the chancellor are described in the Functional Statements for the College ([IVA3-01](#)) and the position description for the chancellor ([IVB1-01](#)). The chancellor regularly communicates institutional values, goals, institution-set standards, and other relevant information to the faculty and staff of the College ([IVB1-02](#), [IVB1-03](#)). The chancellor meets with the Board of Regents on a regular basis to share the College's institutional effectiveness data, enrollment data, and other highlights from the College ([IVB1-04](#), [IVB1-05](#)).

The chancellor communicates the priority focus on student success for all decision-making at the College ([IVB1-06](#), [IVB1-07](#)). The chancellor values the College's ability to make evidence-based decisions. As an example of her commitment, she has committed to a budgeted, permanent position for the director for the Office of Institutional Effectiveness, which had been previously filled by faculty reassignment. At the same time, the chancellor emphasizes that each unit sets their own goals to align with the institutional strategy. Therefore, the strategic plan implementation process has involved individual units and departments setting their own goals and metrics of success ([IVB1-08](#)).

The College has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the chancellor. The Strategic Plan, PAIR, and Institutional Assessment Plan are all examples of these mechanisms.

#### **Analysis and Evaluation**

The chancellor has primary responsibility for the quality of the institution, providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing effectiveness in a variety of ways. The chancellor works closely with administrators, faculty, and staff to monitor the progress in campus plans and budgeting.

### IV.B.2.

**The CEO plans, oversees, and evaluates an administrative structure organized and staffed to**

**reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

The chancellor manages a team of executive and managerial positions and oversees institutional operations through the following functional areas: Office for Academic Affairs, Office for Student Services, Office for Community and Continuing Education, Office for Administrative Services, Office for International Affairs, Office for Institutional Effectiveness, and the Grants Office. The Kapi'olani CC Functional Statements detail the responsibilities delegated to each of these offices ([IVA3-01](#)). The chancellor meets weekly with the Executive Leadership Team (ELT) to discuss a wide range of issues and delegates authority to the administrators as necessary. The College's organizational chart demonstrates a complex structure that includes various levels of administration designed to serve the purposes and population of the institution ([IIIA10-01](#)).

### **Analysis and Evaluation**

The College has policies and procedures which provide for the delegation of authority from the CEO to administrators, and others, consistent with their roles and responsibilities. The chancellor plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution. When appropriate, the chancellor delegates authority to administrators and others within the College. The chancellor's first line of direct support oversee all critical functions of the College and are responsible for ensuring that all functions are sufficiently resourced.

### **IV.B.3.**

**Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement;**  
**and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

### **Evidence of Meeting the Standard**

In alignment with the College's strategic plan ([IA2-13](#)), the chancellor guides the College in institutional improvement through established policies and procedures.

### Establishing a Collegial Process

Policy K1.112 *Participation in College Decision-Making Processes* ([IVA2-04](#)) assures that faculty, staff, and students have the opportunity to participate in the collegial governance of the College. Per K1.201 *Shared Governance Policy* ([IVA1-03](#)), the chancellor is responsible to seek the advice of the authorized governance organizations in decisions such as general education policy, the development and implementation of organizational structure, program review, strategic and long range plans, and budgeting. The former chancellor and current chancellor followed these policies as they established a collegial process to develop and approve the College's new mission and Strategic Plan that sets the values, goals, and priorities for the College ([IVB3-01](#), [IVB1-02](#), [IA2-03](#)).

### Institutional Performance Standards

The College's institution-set standards mirror the UHCC System's standards. Programs assess their performance in meeting institutional-set standards and student learning outcomes and/or service area outcomes in their Annual Report of Program Data (ARPD). For example, the Respiratory Care ARPD provides an example of SLO assessment, student success on national credentialing exams, and tying clinical outcomes to resource implications (request and approval for clinical equipment) ([IB3-07](#), [IVB3-02](#)). The chancellor and program administrators guide this process. See standard IB3 for further discussion.

### Evaluation and Planning

In consultation with the chancellor, the Office for Institutional Effectiveness (OFIE) performs research on student engagement and achievement, providing data for evaluation and planning (See IA2). The chancellor's commitment to data-driven decision making is evidenced by the College's commitment to secure a fulltime, permanent position to lead OFIE instead of the previous practice of faculty reassigned time. Current plans are to select a permanent, fulltime head of OFIE by spring 2024.

### Educational Planning Integrated with Resource Planning

The Kapi'olani CC KOP1.111 *Policy for Planning and Assessment Integration with Resource Allocation (PAIR)* ensures that major institutional decisions involving the allocation of resources are tied to achievement and learning through the College's strategic plan, ARPDs, and CPRs ([IA3-10](#)). The policy outlines the responsibilities of the chancellor, the Chancellor's Advisory Council, authorized governance groups, and the vice chancellors and deans (see pp.2-3). See IID1 for a more detailed discussion of this process.

### Allocation of Resources Supports Learning and Achievement

Major institutional decisions involving the allocation of resources must be tied to student achievement and learning through the Strategic Plan, ARPD, and CPR and programs must align annual budget requests with the strategic priorities of the campus ([IA3-11](#), [IA3-12](#)). These priorities are derived from the Strategic Plan. All budget allocations are approved by the chancellor. See IA3.

### Procedures to Evaluate Planning and Implementation to Achieve the College's Mission

In consultation with the chancellor, the executive director of strategy and the Office for Institutional Effectiveness (OFIE) provide a regular review of institutional planning and implementation. The previous Student Success Pathway (SSP) plans and Strategic Plan were the primary mechanisms for planning at the College, all developed and created to achieve the College's mission, vision, and values. In order to evaluate the 2015-21 Strategic Plan, OFIE provided regular evaluation through annual scorecards ([IVB3-03](#)). Integration of the Student Success Pathway plans into campus planning was also evaluated annually through SSP dashboards ([IB5-04](#), [IB8-01](#), [IB8-02](#)). The 2023-29 Strategic Plan allows programs, departments, and units the opportunity to follow the continuous improvement cycle of executing, analyzing, reflecting, and planning ([IB4-02](#)).

### **Analysis and Evaluation**

The chancellor guides the institutional improvement of the teaching and learning environment through established policies and procedures. The chancellor ensures that planning, prioritizing, and goal setting is aligned with the College's Strategic Plan.

#### **IV.B.4.**

**The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

The chancellor has the primary leadership role for accreditation and faculty, staff, and administrative leaders have responsibility for compliance with accreditation requirements.

The former chancellor did the following to lead accreditation efforts:

- Held a town hall meeting with the College to discuss the two compliance recommendations from the 2018 ISER Report ([IVB4-01](#)).
- Updated ACCJC on College dialogue and actions taken regarding the recommendations from the 2018 report. The chancellor shared this report with the College and emphasized the need for ongoing assessment and continuous improvement ([IVB4-02](#), [IVB4-03](#)).
- Appointed the Accreditation Liaison Officer (ALO) for the College.
- Oversaw the development of the 2022 Midterm Report.
- Developed an Institutional Assessment Coordinator position, per the 2022 Midterm Report.
- Encouraged faculty and staff to participate in the revision of the ACCJC standards ([IVB4-04](#), [IVB4-05](#)).
- Encouraged faculty and staff to participate in the accreditation process ([IVB4-06](#)) and hosted an ACCJC ISER training for the College.
- Collaborated with the Accreditation Liaison Officer (ALO) to recruit and select the

2025 ISER Co-Chairs ([IVB4-07](#)).

The current chancellor continued this leadership and:

- Selected a new Accreditation Liaison Officer (ALO) after the departure of the former ALO.
- Collaborated with the ALO and ISER Chair to lead accreditation efforts ([IVB4-08](#)).
- Appointed an Institutional Assessment Coordinator position, per the 2022 Midterm Report.
- Secured institutional budget support for the ISER process and continued accreditation activities.

The process for the 2025 ISER included a range of faculty, staff, and administrative leaders. See section C. Organization of the Self-Evaluation Process for the process and list of team members.

### **Analysis and Evaluation**

The chancellor has exercised primary leadership for accreditation and has encouraged faculty, staff, and administrative leaders to take responsibility for compliance with accreditation requirements.

#### **IV.B.5.**

**The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

### **Evidence of Meeting the Standard**

#### Governing Policies Alignment

The University of Hawai'i (UH) System operates under Board of Regents (BOR) Policies, Executive Policies, and Administrative Procedures, which govern all institutions within the system ([IVB5-01](#)). The BOR is the governing board of the UH System. The UH president oversees the implementation of policies dictated by the BOR and delegates appropriate responsibilities to the vice president for community colleges (VPCC), who in turn assigns relevant duties to the college chancellors ([IVB5-02](#)). The University of Hawai'i Community Colleges (UHCC) System Office also creates policies which govern all seven campuses within the system ([IIID5-02](#)). The Kapi'olani CC chancellor ensures all relevant federal and state statutes and regulations, as well as UH System and UHCC policies, are applied in a manner consistent with the mission and policies of the College. The chancellor also generates policies at the institutional level which align with system policies or are designed for campus-specific governance, when necessary ([IIIA11-06](#)).

Institutional alignment with the governing policies of the UH System is ultimately the responsibility of the chancellor. According to the Kapi'olani CC K1.100 *Policy on the Policy Development Process*, the chancellor must review and approve all institutional policies prior to implementation ([IB7-02](#)). The policy also provides an avenue for all relevant stakeholders to contribute valuable input for the chancellor to consider prior to their final determination ([IVB5-03](#)).

### Mission Alignment

The former and current chancellors oversaw the creation and approval of the College's new mission statement approved by the Board of Regents on Oct. 5, 2023 (see Standards I.A.1-4). The previous chancellor tasked the Office for Institutional Effectiveness (OFIE) with leading the effort to create a new Kapi'olani CC strategic plan in alignment with the mission. The current chancellor, in collaboration with the executive director of strategy, has overseen the development of the Strategic Plan to ensure continued alignment with the UH System, UHCC, and Kapi'olani CC mission and vision statements ([IVB5-04](#), [IVB5-05](#), [IA2-13](#)).

### Financial and Budgetary Stewardship

Kapi'olani CC has an operating budget based on annual allocation of general funds appropriated by the Hawai'i State Legislature, as well as student tuition and fees, special funds, and other intramural and extramural sources. Each community college receives a budget allocation as determined by the UH System and oversees its individual budget with processes and guidelines from the UHCC System. State law requires that the College's budget be balanced each year and the College keeps the required reserve to maintain cash flow and address emergencies (see III.D). The College's budget and expenditures are carefully monitored by the fiscal manager and vice chancellor for administrative services (VCAS).

The Kapi'olani CC KOP1.111 *Policy for Planning and Assessment Integration with Resource Allocation (PAIR)* provides the framework for a transparent and participatory resource allocation process ([IA3-10](#)). This process ensures that budget requests are aligned with the Strategic Plan, program/unit program reviews, or any other official report tied to strategic planning and program assessment. According to this policy, the chancellor is responsible for final approval of the annual College budget and resource allocation plan, thus ensuring effective control of the budget and expenditures. The chancellor communicates the budget allocation with the College each year ([IVB5-06](#)).

### **Analysis and Evaluation**

The chancellor ensures that federal and state statutes and regulations and UH Board of Regents policies are implemented and that the practices at the College are consistent with the mission and policies of the College. The chancellor effectively stewards the annual budget and five-year projections with funding from the legislature and from student tuition and fees.

#### **IV.B.6.**

**The CEO works and communicates effectively with the communities served by the institution.**

#### **Evidence of Meeting the Standard**

To effectively work and communicate with the communities served by the College, the chancellor co-hosted virtual town hall meetings to provide the community with updates on the construction of the Culinary Institute of the Pacific ([IVB6-01](#)), met personally with local legislators and CEOs of nearby organizations, and attended neighborhood board meetings ([IVB6-02](#)). Once a year, the chancellor makes a presentation to the Board of Regents about the College. These presentations are open to the public and live streamed ([IVB6-03](#), [IVB1-05](#)).

Both the former chancellor and the current chancellor attended the advisory committee meetings of the career and technical education (CTE) programs. These meetings provide the college an opportunity to support the programs in their outreach to their industry partners, to be briefed on the needs of their partners and to update the participants on general news about the campus. The chancellor also attends Good Jobs Hawai'i ([IVB6-04](#)) meetings and shares relevant information with the Executive Leadership Team and department chairs.

The former chancellor participated in economic sector meetings convened and coordinated by the UHCC System. She was most active in the healthcare sector meetings ([IVB6-05](#)). These sector meetings were an opportunity for healthcare institutions to discuss their needs with the community colleges. The former chancellor also communicated with the community about the College's major accomplishments, innovative and award-winning programs, and achievements of faculty via annual reports that are published on the College's website ([IVB6-06](#)).

#### **Analysis and Evaluation**

The chancellor ensures that communities served by the college are regularly informed about the institution through meetings and annual reports.

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#### **Conclusions on Standard IV.B: Chief Executive Officer**

The chancellor of Kapi'olani Community College has primary responsibility for the quality of the institution and its effective planning, organizing, budgeting, staffing, and leadership. The College has policies and procedures which provide for the delegation of authority from the CEO to administrators, and others, consistent with their roles and responsibilities. The chancellor plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution. The chancellor guides institutional improvement and ensures that planning, prioritizing, and goal setting is aligned with the College's Strategic Plan.

#### **Evidence List**

- [IVB1-01](#) Chancellor Position Description
- [IVB1-02](#) Strategic Plan Next Steps Email from Chancellor

<a href="#">IVB1-03</a>	Message from Chancellor, 04-18-2023
<a href="#">IVB1-04</a>	BOR Report 2021
<a href="#">IVB1-05</a>	BOR Report 2023
<a href="#">IVB1-06</a>	YouTube Screenshot, New Kapi'olani CC Chancellor
<a href="#">IVB1-07</a>	Kapi'o News, Chancellor Takabayashi Reflects on One Year at KCC
<a href="#">IVB1-08</a>	Metrics Meetup Summary, Summer 2023
<a href="#">IVB3-01</a>	BOR Memo Mission Approval
<a href="#">IVB3-02</a>	ARPD Respiratory Care 2023
<a href="#">IVB3-03</a>	Planning Website Scorecards, Highlighted
<a href="#">IVB4-01</a>	Accreditation Town Hall Meeting 2019
<a href="#">IVB4-02</a>	Presentation to ACCJC 01-10-2019
<a href="#">IVB4-03</a>	Presentation ACCJC Commissioners News Bulletin
<a href="#">IVB4-04</a>	Email from Chancellor ACCJC Standards
<a href="#">IVB4-05</a>	Kudos ACCJC Writers and Readers News Bulletin
<a href="#">IVB4-06</a>	Request from Chancellor News Bulletin
<a href="#">IVB4-07</a>	ISER Team Leaders Email from Chancellor
<a href="#">IVB4-08</a>	Letter to ISER Reviewer
<a href="#">IVB5-01</a>	UH PPIS Website
<a href="#">IVB5-02</a>	UHCC Organizational Charts
<a href="#">IVB5-03</a>	K1.201 Task Force
<a href="#">IVB5-04</a>	Talk Story Strategic Plan Email from Chancellor
<a href="#">IVB5-05</a>	Strategic Plan Next Steps Email from Chancellor
<a href="#">IVB5-06</a>	FY23 Final Tentative Allocations Memo
<a href="#">IVB6-01</a>	Culinary Institute Pacific Town Hall Meetings
<a href="#">IVB6-02</a>	Kaimukī Neighborhood Board Minutes March 2023
<a href="#">IVB6-03</a>	Mahalo from Chancellor News Bulletin
<a href="#">IVB6-04</a>	Good Jobs Hawai'i Flyer
<a href="#">IVB6-05</a>	Health Sector Partnership
<a href="#">IVB6-06</a>	Annual Report 2020-21

## IV.C. Governing Board

### IV.C.1.

**The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

#### Evidence of Meeting the Standard

The University of Hawai'i (UH) Board of Regents (BOR) is established under Hawai'i Revised Statutes, Section 304A-104 ([IVC1-01](#)). The 11-member board is responsible for the general

management and control of the UH System that incorporates all of public higher education, including the University of Hawai'i Community Colleges (UHCC) ([IVC1-02](#)).

The BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System ([IVC1-03](#)). This authority is further delineated through board policies ([IVC1-04](#)). Several policies, including Regents Policy (RP) 4.201, Mission and Purpose of the University, focus on assurance of academic quality, and integrity and effectiveness as integral to the institution. This focus is echoed in different ways in individual institutional mission statements ([IVC1-05](#)).

### **Analysis and Evaluation**

The BOR is the governing board with authority over and responsibility for policies that provide guidance on a range of issues, including academic quality, integrity, effectiveness of learning programs and services, and the System's financial stability. Board policies also address quality improvement and adherence to the System's mission and values. The policies are regularly reviewed.

#### **IV.C.2.**

**The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The primary policy governing BOR interaction among board members, and with the broader UH System community, is RP 1.202 Relationship of the Board to Administration and University ([IVC2-01](#)). Section III.A.2.B clearly states that the board is to act as a collective entity and specifies how "the authority of the board reposes in the board as a whole."

The BOR General Overview handbook, based on practices drawn from the Association of Governing Boards, further emphasizes this policy ([IVC2-02](#)). The handbook describes expectations of regents, including the responsibility of individual regents to "serve the institution or system as a whole. Individual regents have a responsibility to support the majority action, even when they disagree." ([IVC2-03](#), p.7).

BOR meetings are streamed live, and meeting agendas, minutes, and other materials reflecting BOR interactions can be found on the BOR website ([IVC2-04](#)).

### **Analysis and Evaluation**

RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. Once the board reaches a decision, board members act in support of the decision as documented by BOR meeting minutes. Certain key board decisions are formally communicated via the board chair on behalf of the regents.

### **IV.C.3.**

**The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

#### **Evidence of Meeting the Standard**

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Article X, Section 6 of the Constitution of the State of Hawai'i gives the BOR the power to appoint the university president ([IVC3-01](#)). RP 2.203, Evaluation of the President, establishes the evaluation protocols for the university president ([IVC3-02](#), [IVC3-03](#), [IVC3-04](#)). The UHCCs are collectively led by the UH vice president for community colleges (VPCC) who is selected by the president following recruitment, hiring, and selection procedures outlined in RP 9.212 Executive and Managerial Personnel ([IVC3-05](#)). In a two-step process that differentiates the functions of appointment and approval, the president makes a recommendation for VPCC to the BOR, which is the final approving authority for that position. Each community college is led by a chancellor, selected per UHCC Policy (UHCCP) 9.210 Recruitment, Selection, and Appointment of Community College Chancellors ([IVC3-06](#)). The VPCC has the authority for the appointment of the college chancellor with final approval of the appointment by the president.

The BOR delegates the evaluation of the VPCC to the UH president and the evaluation of the individual college chancellors to the VPCC. EP 9.212, Executive/Managerial Classification and Compensation, governs the annual evaluation of both the VPCC and the chancellors ([IVC3-07](#)). The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCCP 9.202, Executive Employees Performance Evaluation ([IVC3-08](#)).

The BOR sets clear expectations for regular reports on institutional performance from the UH president. The UH president provides these updates at monthly BOR meetings ([IVC3-09](#)). The UH president meets weekly with his officers, including the VPCC, as a group and individually. Through the Council of Community College Chancellors, chancellors provide monthly updates to the VPCC ([IVC3-10](#)).

#### **Analysis and Evaluation**

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Policies and procedures for the annual evaluation of the UH president, VPCC, and college chancellors provide for careful consideration of their respective performance.

### **IV.C.4.**

**The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

### **Evidence of Meeting the Standard**

The autonomy of the UH System and related independent authority of the BOR is guaranteed by Article X of The Constitution of the State of Hawai'i (the "Hawai'i Constitution") ([IVC3-01](#)). Article X prohibits discrimination in the UH System based on race, religion, sex, or ancestry and the use of public funds to support or benefit sectarian or nonsectarian private educational institutions. The governor of Hawai'i appoints the regents from finalists recommended by the Regents Candidate Advisory Council, and regents represent, in part, geographic subdivisions of the state defined by municipal counties (i.e., City & County of Honolulu - Island of O'ahu, County of Maui - Islands of Maui and Moloka'i, County of Kaua'i - Island of Kaua'i, and County of Hawai'i - Hawai'i Island). The BOR includes a student regent, as codified in Section 26(11) of the Hawai'i Revised Statutes. Biographical information about governing board members can be found on the UH System BOR website ([IVC4-01](#)).

The General Overview handbook includes an ethics code related to conflicts of interest. The Hawai'i State Ethics Code also applies to BOR members as public officials serving on Boards and Commissions as appointed by the governor. The state's Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions summarizes the provisions of the State Ethics Code and is provided in the Hawai'i Revised Statutes, Chapter 84, Standards of Conduct ([IVC4-02](#)).

### **Analysis and Evaluation**

The BOR is an independent policy-making body that makes decisions reflecting the public interests and its commitment to educational quality. The BOR advocates in support of the interests of the UHCC System, colleges, and students.

#### **IV.C.5.**

**The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### **Evidence of Meeting the Standard**

BOR policies and procedures are designed to support the UHCC missions and ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them. Chapter 4 Planning of the BOR policies (RP) includes RP 4.201, Mission and Purpose of the University, which focuses on assurance of academic quality and integrity and effectiveness as integral to the institution ([IVC5-01](#), [IVC1-05](#)). The role of community colleges within the UH System is further defined in the RP 4.207, Community College System ([IVC5-02](#)). RP 4.205, Institutional Accountability and Performance, ensures campuses collect institutional effectiveness data in meeting its mission, goals, and objectives, and use this information to improve programs and services ([IVC5-03](#)). Chapter 8 Business and Finance of the BOR policies provides for financial integrity and stability. As discussed in Standard III.D.2, BOR policies ensure

mission-driven fiscal management to support student learning ([IVC5-04](#)). Lastly, under Chapter 1 General Provisions of the BOR Policies RP 1.202, Relationship of the Board to Administration and University, states that the BOR has full legal authority and responsibility to manage the affairs of the UH System and the ultimate responsibility for its success ([IVC2-01](#)).

The BOR holds monthly meetings at each UH System campus on a rotating basis. The host campus provides an overview of the college's performance metrics and goals, including the current status of student learning and achievement ([IVC5-05](#), [IVC5-06](#)). Additionally, the BOR reviews required reports submitted to ACCJC. Most recently, the BOR reviewed all six of the UHCC Midterm Reports in August 2022 ([IVC5-07](#)).

### **Analysis and Evaluation**

The BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

#### **IV.C.6.**

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### **Evidence of Meeting the Standard**

The BOR website includes links to the BOR bylaws and policies ([IVC1-02](#)). The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the BOR and the scope of each committee, the meeting requirements for both committees and the BOR, and other operating procedures, including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the BOR. The bylaws also include the conflict of interest requirements for board members ([IVC1-03](#)).

### **Analysis and Evaluation**

The bylaws and policies are published and made available to the public and include all required elements of the standard.

#### **IV.C.7.**

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

### **Evidence of Meeting the Standard**

The BOR has a system for evaluating and revising its policies on a regular basis, per Executive Policy (EP) 2.201, Systemwide Policies and Procedures ([IVC7-01](#)). The vice presidents have the

authority to draft and adopt systemwide administrative procedures and other guidelines consistent with their functional scope. The vice presidents consult as appropriate with other system offices, internal campus constituencies, and external agencies that may be affected by or responsible for implementing any part of the policy or procedure.

The BOR regularly reviews board policies following the review schedule, or sooner if policy updates are needed. The UH vice president of administration maintains the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH System executive policies and administrative procedures ([IVC7-02](#)). The PPIS includes a feature of automatic notification to interested parties of any change in policy.

### **Analysis and Evaluation**

The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. Policies are regularly reviewed, assessed for effectiveness, and revised as needed. The governing board acts in a manner consistent with its policies and bylaws.

### **IV.C.8.**

**To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

### **Evidence of Meeting the Standard**

The BOR meets on a rotating basis at the campuses in the system and receives a briefing from campuses within the geographic jurisdiction hosting the meeting on campus and region-specific progress toward meeting university and campus strategic priorities. College presentations include student success metrics to demonstrate student performance. For example, Kapi'olani Community College (CC) hosted and presented at the BOR meeting in April 2023 ([IVC5-05](#)), and Honolulu CC hosted and presented at the May 2023 meeting ([IVC5-06](#)).

The BOR approved a new *UH Strategic Plan 2023-2029* for the system and its component colleges in November 2022 ([IVC8-01](#), [IVC8-02](#), [IVC8-03](#)). The plan has four key imperatives, each with metrics to assess progress towards achieving the imperatives. Quarterly reports to the BOR are planned with a focus on each imperative every three months.

### **Analysis and Evaluation**

The BOR schedules a meeting at each of the colleges in the UH System. The UH president coordinates with campuses within each geographic jurisdiction hosting the board meeting to feature student success performance outcomes to the BOR at their respective meeting. The community colleges have adopted strategic goals that are consistent with the UH Strategic Plan goals, and progress is reported annually at the system level.

#### **IV.C.9.**

**The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### **Evidence of Meeting the Standard**

Per the BOR bylaws, all new BOR members receive an orientation within one month of the beginning of their term. The orientation consists of an introduction to UH System functions, board governance, processes, and strategic directions. All new board members receive a copy of the BOR General Overview handbook as part of the orientation ([IVC2-03](#)). Additionally the vice president for budget and finance provides an overview of the state budget as it pertains to the UH System ([IVC9-01](#)), and the vice president for legal affairs and general counsel provides a legal review of all relevant laws, including ethics and conduct.

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees ([IVC9-02](#)). The BOR also organizes training for its members as a part of regular committee meetings.

#### **Analysis and Evaluation**

New board members receive a comprehensive orientation and related materials and are paired with a mentor from among the experienced board members. Attendance at national board professional association conferences and training at board meetings provide board members with professional development.

#### **IV.C.10.**

**Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

RP 2.204, Board Self-Evaluation, establishes the process for board self-evaluation, and the BOR conducts an annual self-assessment according to policy ([IVC10-01](#)). The BOR reviews the results of the self-assessment and determines if action is necessary. For example, in 2023 the BOR restructured its committees from seven to five to better reflect priorities in the new UH Strategic Plan ([IVC10-02](#)). The BOR also revised the campus presentation format to focus on a regional approach and returned to the past practice of holding full board and committee meetings once a month over the course of two days for meetings conducted at the neighbor

island campuses ([IVC10-03](#)). The 2023 BOR self-evaluation results were published in the August 2023 BOR Committee on Governance minutes ([IVC10-04](#)).

### **Analysis and Evaluation**

The BOR uses the results of its self-evaluation process to make improvements regarding its role, functioning, and effectiveness.

#### **IV.C.11.**

**The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

#### **Evidence of Meeting the Standard**

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation ([IVC1-03](#)). RP 2.206, Regents as Employees, also describes the conflicts of interest that may arise when regents are also active employees of the UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IVC11-01](#)).

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public ([IVC11-02](#)). The UH System general counsel is available at board meetings to help resolve the determination of potential conflicts of interest. Ethics violations are also reported and publicly searchable via the Hawai'i State Ethics Commission website. The BOR has no reports of ethics violations.

### **Analysis and Evaluation**

BOR policies and procedures require regents to adhere to a code of ethics and conflict of interest policy, and provide for dealing with any behavior that violates these expectations. Board member interests are publicly disclosed. The BOR has no reports of ethics violations.

#### **IV.C.12.**

**The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

### **Evidence of Meeting the Standard**

RP 2.202, Duties of the President & Mitigation of Conflicts of Interest, clearly documents the relationship between the BOR and the UH System president and establishes the authority of the president to implement and administer board policies ([IVC12-01](#)). The general policy on duties of the president is further refined in specific actions. For example, RP 9.218, Delegation of Personnel Actions, describes those hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president ([IVC12-02](#)). The structure of the UH System establishes this line of authority with the UH System president and through the president to the VPCC and the individual college chancellors. See Standard IV.C.3. for more information.

When the BOR does feel that a matter needs additional oversight, it authorizes a task group, assigning powers and duties determined by the BOR. The tenure of a specific task group expires at the completion of its assigned task. Additionally, the board chair may convene a permitted interaction group (PIG) to engage stakeholders and regents in a collaborative effort to address issues of critical importance.

### **Analysis and Evaluation**

While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the community colleges or individual campuses.

### **IV.C.13**

**The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### **Evidence of Meeting the Standard**

The UH Community Colleges inform the BOR about the status of their accreditation through the submission of ACCJC reports, such as the institutional self-evaluation and midterm reports. For example, in preparation for the submission of the 2022 midterm reports, the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process and an update on progress made since the 2018 institutional self-evaluation reports were submitted. This included the chancellors of the six community colleges presenting a synopsis of their respective midterm reports, focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations ([IVC5-07](#)).

The BOR is provided an opportunity to review and provide feedback on the governance standards before submission to ACCJC. Additionally, a briefing on the 2025 institutional

self-evaluation report (ISER) will be provided to the Committee on Governance. The BOR is updated if any changes in accreditation status occur outside of the scheduled review processes.

### **Analysis and Evaluation**

The BOR is fully informed of the ACCJC accreditation requirements and the process of ISER preparation, and supports UHCC efforts to improve and excel.

### **Conclusions on Standard IV.C: Multi-College Districts or Systems**

The University of Hawai'i Board of Regents maintains appropriate Regent policies and has exclusive jurisdiction over the internal structure, management, and operation of the university. The Board of Regents is guided by bylaws, regent policies, and the BOR handbook, and engages in ongoing professional development and training. BOR annual self-evaluation ensures effectiveness in sustaining academic quality and institutional effectiveness.

### **Evidence List**

- [IVC1-01](#) Hawai'i Revised Statutes, Section 304A-104
- [IVC1-02](#) Board of Regents Website
- [IVC1-03](#) Bylaws of the Board of Regents
- [IVC1-04](#) Board of Regents Policies, Table of Contents, Chapters 1-12
- [IVC1-05](#) RP 4.201 Mission and Purpose of the University
  
- [IVC2-01](#) RP 1.202 Relationship of the Board to Administration and University
- [IVC2-02](#) Association of Governing Boards
- [IVC2-03](#) Board of Regents General Overview
- [IVC2-04](#) BOR Meeting Minutes Website
  
- [IVC3-01](#) Article X, Section 6, State Constitution
- [IVC3-02](#) RP 2.203, Evaluation of the President
- [IVC3-03](#) BOR Minutes, November 16, 2023, p.14
- [IVC3-04](#) BOR Minutes, July 7, 2022, pp.3-4
- [IVC3-05](#) RP 9.212 Executive and Managerial Personnel
- [IVC3-06](#) UHCCP 9.210 Recruitment, Selection, and Appointment of CC Chancellors
- [IVC3-07](#) EP 9.212 Executive/Managerial Classification and Compensation
- [IVC3-08](#) UHCCP 9.202 Executive Employees Performance Evaluation
- [IVC3-09](#) President's Report to the BOR YouTube Webpage
- [IVC3-10](#) UHCCP 1.101 Council of Community College Chancellors
  
- [IVC4-01](#) Regents' Biographies
- [IVC4-02](#) Hawai'i Revised Statutes, Chapter 84, Standards of Conduct
  
- [IVC5-01](#) Board of Regents Policies, Chapter 4 Planning
- [IVC5-02](#) RP 4.207 Community College System
- [IVC5-03](#) RP 4.205 Institutional Accountability and Performance
- [IVC5-04](#) Board of Regents Policies, Chapter 8 Business and Finance
- [IVC5-05](#) Kapi'olani Community College, BOR Campus Presentation, April 20, 2023
- [IVC5-06](#) Honolulu Community College, BOR Campus Presentation, May 18, 2023

<a href="#">IVC5-07</a>	BOR Committee on Academic and Student Affairs Minutes, August 4, 2022
<a href="#">IVC7-01</a>	EP 2.201 Systemwide Policies and Procedures
<a href="#">IVC7-02</a>	UH Systemwide Policies and Procedures Information System (PPIS)
<a href="#">IVC8-01</a>	University of Hawai'i Strategic Plan 2023-29
<a href="#">IVC8-02</a>	BOR Minutes, November 17, 2022, pp.8-10
<a href="#">IVC8-03</a>	University of Hawai'i Strategic Plan Website
<a href="#">IVC9-01</a>	State of Hawai'i Budget 101 Overview Presentation
<a href="#">IVC9-02</a>	List of Regents Attending National Professional Development 2015-24
<a href="#">IVC10-01</a>	RP 2.204 Board Self-Evaluation
<a href="#">IVC10-02</a>	BOR Materials, April 20, 2023, pp.275-289
<a href="#">IVC10-03</a>	BOR Committee on Governance Minutes, October 5, 2023
<a href="#">IVC10-04</a>	BOR Committee on Governance Materials, August 3, 2023, pp.38-71
<a href="#">IVC11-01</a>	RP 2.206 Regents as Employees
<a href="#">IVC11-02</a>	Hawai'i State Ethics Website
<a href="#">IVC12-01</a>	RP 2.202 Duties of the President and Mitigation of Conflicts of Interest
<a href="#">IVC12-02</a>	RP 9.218 Delegation of Personnel Actions

## IV.D. Multi-College District or Systems

### IV.D.1.

**In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### Evidence of Meeting the Standard

The University of Hawai'i (UH) System is the sole provider of public higher education in the State of Hawai'i. Regents Policy (RP) 3.201, Major Organizational Units of the University of Hawai'i, establishes the overall structure of the UH System ([IVD1-01](#)). The ten-campus UH System includes the University of Hawai'i Community Colleges System (UHCC), which is comprised of seven community colleges. RP 4.207, Community College System, further establishes the UHCC System ([IVD1-02](#)). University of Hawai'i Maui College is accredited by the Western Association of Schools and Colleges, Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges and function as the multi-campus system now being evaluated.

The vice president for community colleges (VPCC), the chief executive officer (CEO) of the system, provides the overall leadership of the UHCC System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD1-03](#)). The Office of the Vice President for Community Colleges (OVPC) oversees the management and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. The VPCC works with an associate vice president for academic affairs and an associate vice president for administrative affairs to ensure support for the effective operation of the colleges at the system level ([IVD1-04](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership ([IVD1-05](#)). For more detailed discussion, see Standard IV.D.4. The chancellors report through the VPCC to the president of the UH System for systemwide policy-making and decisions affecting all campuses, and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and systemwide coordinated operations ([IVD1-06](#)).

The UHCC System's functional map summarizes the delineation of functions and the differentiation of system and campus level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([IVD1-07](#)).

### **Analysis and Evaluation**

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (the VPCC) and individual campuses (chancellors), and describe their authorized roles in providing leadership at multiple levels.

#### **IV.D.2.**

**The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### **Evidence of Meeting the Standard**

The VPCC provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The OVPC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. The functional map shows the areas of shared responsibility and delineated responsibility ([IVD1-07](#)).

Two associate vice presidents (AVP) coordinate centralized support services in academic affairs and administrative affairs and oversee the operations of the Office of the Vice President for Community Colleges (OVPCC). Coordination at the system level, balanced with campus-based coordination, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for implementing initiatives that fit best with the individual campus culture and mission.

Policies, which include delineation of responsibilities through the work of systemwide councils developed by the UHCC, are posted on the OVPCC website ([IVD2-01](#)).

The VPCC meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs ([IVD2-02](#), [IVD2-03](#), [IVD2-04](#), [IVD2-05](#)).

See Standard IV.D.7 for more on the evaluation of role delineations and responsibilities.

### **Analysis and Evaluation**

The UHCC System delineates the roles and responsibilities for the system as a whole and the individual colleges. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC, while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office. Regular communication and collaborative discussion and decision-making through the councils ensure alignment in efforts that support student success.

### **IV.D.3.**

**The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

### **Evidence of Meeting the Standard**

State law, primarily Chapter 37 of the Hawai'i Revised Statutes, governs the UH System's budget preparation and receipt of and further distribution of resources ([IVD3-01](#)). The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the state legislature in odd-numbered years; the UH System may also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and CIP funds for the UH System.

The UHCC System Office, under the guidance of the associate vice president for administrative affairs, coordinates the budget development and request process for the community colleges. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

In preparation for a new budget cycle, each college develops its own budget requests (as described in more detail in Standard III.D) in alignment with strategic planning goals and objectives. The individual college budgets remain intact at the campus level but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state legislature.

While state general funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Each college may also generate and retain other sources of internal and extramural funds. UHCCP 8.000, *General Fund and Tuition and Fees Special Fund Allocation*, and UHCCP 8.201, *Unrestricted Fund Reserve—General, Special, Revolving Funds*, guide the management of sources of funding other than general funds ([IVD3-02](#), [IVD3-03](#)). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IVD3-04](#)). The BOR Committee on Independent Audit receives and reviews a UH System audit report ([IVD3-05](#)).

Campuses have also had access to additional funds from the OVPCC and from the office of the UH president, providing additional incentives for the meeting of certain goals linked to performance measures focused on student achievement. These funds were provided in whole during the pandemic, but new performance funding metrics have been identified and will be implemented in the upcoming academic year. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or system initiatives, such as those associated with student success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. The OVPCC created UHCCP 9.495, *Long-Term Vacancy*, to outline the process for reallocating long-term vacant positions ([IVD3-06](#)).

### **Analysis and Evaluation**

Clearly established policies guide the allocation of key resources, particularly funding and personnel. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that the colleges use resources most effectively to support their missions in service to

student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

#### **IV.D.4.**

**The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.**

#### **Evidence of Meeting the Standard**

The UH System has a president, a VPCC (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system ([IVD4-01](#)). The VPCC is the CEO of the system of the seven UHCC campuses. Each college has a chancellor, the CEO of the institution. RP 4.207 established the community college system in 2002, although the colleges have been functioning since 1965 as part of the University of Hawai'i System ([IVD1-02](#)).

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is affirmed in EP 1.102, Authority to Manage and Control the Operations of the Campus, which states, "Primary authority for financial management has been delegated by the President to the Chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads" ([IVD4-02](#)). UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs also specifies that "chancellors shall be responsible for ensuring the continued financial and operational success of revenue generating programs at their campus and that they are financially sound." ([IVD4-03](#), p. 1). EP 9.112, Delegation of Authority for Personnel Actions, Attachment B delegates responsibility for a broad range of personnel actions to the chancellors ([IVD4-04](#)).

In line with the need for accountability in the fulfillment of their duties, chancellors and other executive and managerial personnel are subject to annual performance evaluation with final assessment by the VPCC. RP 9.212, Executive and Managerial Personnel Policies, Section III.E provides the evaluation process ([IVD4-05](#)). The current process includes a 360 Degree evaluation survey, self-evaluation by the executive, and review of goals with the supervisor.

#### **Analysis and Evaluation**

Several policy and procedural documents clearly document that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The delineation and delegation provides more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

#### **IV.D.5.**

**District/system planning and evaluation are integrated with college planning and evaluation**

**to improve student learning and achievement and institutional effectiveness.**

### **Evidence of Meeting the Standard**

Multiple structures at the UH and the UHCC system levels facilitate the dialogue and decision-making essential to planning and implementation processes. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid range planning. These currently include the *UH Strategic Plan 2023-29*, the *UHCC Strategic Plan 2023-29* that was developed to be aligned with the overall UH plan, and the individual campus strategic plans, developed in alignment with the UHCC plan ([IVD5-01](#), [IVD5-02](#), [IVD5-03](#)).

The UHCC System receives a single general fund appropriation from the governor and state legislature, and this appropriation is allocated directly to the campuses based on an allocation model that has been used for many years. Each college is responsible for planning and managing the campus budget based on their own integrated planning processes that align with the campus strategic plan and the system strategic plans. See Standards III.B. and III.D. for more information on integrated planning and budgeting.

The UHCC System receives systemwide funding for capital improvements projects (CIP) and Repairs and Maintenance (R&M) funds. The associate vice president (AVP) for administrative affairs works closely with the vice chancellors for administrative services to prioritize and expend the CIP and R&M funds in alignment with the strategic plans and campus needs. Additionally, the AVP for administrative affairs is the legislative liaison for the UHCC. This role is responsible for gathering campus requests for the legislature, reviewing, and approving legislative proposals that will be included in the UH budget submitted to the BOR, governor, and legislature. Each year funding requests for CIP are made based on their priorities ([IVD5-04](#)).

In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH and the UHCC system level ([IVD5-05](#)).

UHCC developed systemwide institution-set standards that include baselines and targets to guide the community colleges in their planning to improve student learning and achievement. Data based on these set standards and other metrics are regularly presented to the campuses for discussions. These presentations inform campuses of their performance as well as in relation to its sister community colleges. Colleges receive performance funding from UHCC and UH for achieving student learning and achievement targets to encourage improvement of student learning and achievement and institutional effectiveness ([IVD5-06](#)).

The UHCC also promotes and supports systemwide committees to focus discussion on student learning such as the UHCC Online Education Systemwide Committee, General Education Inquiry Team, and UH systemwide committees supporting general education. The UHCC System has

convened Math and English faculty to evaluate co-requisite and accelerated learning models for Math and English, and the deans of career and technical education convene Program Coordinating Councils (PCCs) in support of cross-campus discussions of student outcomes with career and technical education (CTE) programs ([IVD5-07](#), [IVD5-08](#), [IVD5-09](#), [IVD5-10](#)).

### **Analysis and Evaluation**

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH System, the UHCC System, and the individual community colleges use as the basis of evaluating institutional and system effectiveness.

#### **IV.D.6.**

**Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

#### **Evidence of Meeting the Standard**

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the OVPC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president's senior leadership team and serves as the administrative representative to the BOR Committee on Student Success. When the colleges forward items to the BOR for approval such as institutional self-evaluation reports (ISER), they do so under the signature of the VPCC. In addition to publicly posted minutes of board committee and board meetings, the VPCC receives memos summarizing board-approved actions ([IVD6-01](#)). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure ([IVD6-02](#)).

The VPCC meets weekly with the chancellors via Zoom and monthly in person for the Council of Community College Chancellors. The meetings are the primary communication method from the System Office to the chancellors of upcoming system initiatives, announcements from the president, clarification of federal and state regulations, and other topics that impact the colleges systemwide.

The two AVPs also meet regularly with their respective campus counterparts. The AVP for academic affairs hosts monthly meetings with the vice chancellors of academic affairs, vice chancellors and deans of student affairs, and deans of career and technical education. Several times a year, joint meetings are held between groups on topics of shared interest.

The AVP for administrative affairs meets with the vice chancellors of administrative services monthly to discuss topics of concern to all of the colleges, including budget discussions, and to prioritize spending of system funds allocated by the legislature. The AVP for administrative affairs also manages general UHCC repair and maintenance and minor CIP projects.

The VPCC meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Each council documents its meetings and completes an annual self-assessment ([IVD2-02](#), [IVD2-03](#), [IVD2-04](#)).

The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both the UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year ([IVD6-03](#)). Spring semester visits generally provide a summary of current initiatives as well as a prospective view of upcoming work ([IVD6-04](#)).

Communication between the system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate varying degrees of effective campus and constituent focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level, such as agendas and minutes of councils and other deliberative bodies. Additionally, the Office of the Vice President of Community Colleges (OVPCC) is revising its website to enhance the accessibility and currency of the information posted there ([IVD6-05](#)).

### **Analysis and Evaluation**

The VPCC serves as an important point of connection between the UH System and the UHCC System, and between the OVPCC and the individual colleges. The chancellors of the individual colleges are responsible for working with the OVPCC and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC recognizes the need to maintain access to up-to-date documentation of system-level meetings and is updating its own website to ensure better access to that information.

#### **IV.D.7.**

**The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Evidence of Meeting the Standard**

The UHCC System office regularly evaluates role delineations, governance, and decision-making processes through shared governance to assure integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. Roles and responsibilities are delineated in the Functional Map ([IVD1-07](#)). The primary tool to evaluate role delineations, shared governance, and decision-making processes is the UH/UHCC Shared Governance Survey. Surveys were conducted in October 2021 and January 2024 and distributed to all employees in the community college system ([IVD7-01](#)).

Responses from the most recent survey indicated that a majority of faculty and staff at their campuses have participated on a systemwide committee, thus contributing to decision-making.

For communication, most respondents agreed that communication is timely and accurate from the UH and UHCC Systems. The UHCC website has been updated to provide more timely communication. A pilot newsletter from OVPCC was published in fall 2023, and more than 55% of the respondents in the recent survey indicated it was an effective way to receive information.

Regarding shared governance, the results indicated the roles between the UH System, UHCC System, and the colleges are not clear. This is an area that will need to be addressed moving forward. The 2024 survey results indicate that UHCC committees do provide an effective forum for systemwide decision-making, but less so for those systemwide committees under the purview of the UH System. The OVPCC is planning to increase efforts to communicate the importance of shared governance systemwide and work more closely with the systemwide committees to ensure their efforts are also being communicated.

In another effort to enhance communication, OVPCC instituted a survey to campus employees before the fall 2023 campus visits. Each college was given an opportunity to submit questions which were answered at the campus visit. The questions and responses were shared as part of the campus presentations, and all questions and responses were shared subsequently via email systemwide and are posted publicly in a shared drive ([IVD7-02](#)).

### **Analysis and Evaluation**

The UHCC System evaluates role delineations, shared governance, and decision-making processes through the Shared Governance Survey, which is distributed about every two years. The results of the survey are analyzed and actions identified to drive improvements. Through campus visits each semester, the Office of the Vice President of Community Colleges (OVPCC) shares results of data and evaluations with the campuses.

### **Conclusions on Standard IV.D: Governing Board**

The University of Hawai'i vice president for community colleges (VPCC) provides leadership over all system functions. The functional chart shows how functions are delineated as system, college, or shared responsibilities, based on ACCJC standards. The VPCC reports to the president

of the University of Hawai'i and works with UH officers, UHCC systemwide committees, and the Council of Community College Chancellors on student success and achievement, budget development and monitoring, and communication.

The VPCC delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with a shared governance process. The VPCC ensures that all statutes, regulations, and board policies are implemented and work in accord with the UH System vision, mission, and values.

### Improvement Plans

Standard	Change or Plan	Leads	Timeline	Expected Outcome
IV.D.7	Improve clarity of role delineation.	OVPCC	Fall 2024	Disseminate Functional Chart systemwide.  Include discussion of role delineation and shared governance in Fall 2024 campus visits.
IV.D.7	Increase efforts to communicate the importance of shared governance systemwide.	OVPCC, Systemwide committees	Spring 2023 - Fall 2024	Systemwide committees to evaluate their role in shared governance and make recommendations for improvement.

### Evidence List

- [IVD1-01](#) RP 3.201 Major Organizational Units of the University of Hawai'i
- [IVD1-02](#) RP 4.207 Community College System
- [IVD1-03](#) OVPCC Organizational Chart Top Level
- [IVD1-04](#) OVPCC Organizational Chart for AVPs pp.3-4
- [IVD1-05](#) OVPCC Organizational Chart, p.2
- [IVD1-06](#) University of Hawai'i System Leadership Website
- [IVD1-07](#) 2025 UHCC Functional Map
  
- [IVD2-01](#) UHCC Policies Website
- [IVD2-02](#) UHCCP 1.101 Council of Community College Chancellors
- [IVD2-03](#) UHCCP 1.102 Community College Council of Faculty Senate Chairs
- [IVD2-04](#) UHCCP 1.104 Community College Council of Native Hawaiian Chairs
- [IVD2-05](#) Sample CCC Faculty Senate Chairs Minutes
  
- [IVD3-01](#) Hawai'i Revised Statutes, Chapter 37, Section 62
- [IVD3-02](#) UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
- [IVD3-03](#) UHCCP 8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IVD3-04](#) UH Community Colleges Revenue Summaries by Fund Type

<a href="#">IVD3-05</a>	University of Hawai'i Audit Report Year Ended June 30, 2023
<a href="#">IVD3-06</a>	UHCCP 9.495 Long-Term Vacancy
<a href="#">IVD4-01</a>	University of Hawai'i System Organizational Chart
<a href="#">IVD4-02</a>	EP 1.102 Authority to Manage and Control the Operations of the Campus
<a href="#">IVD4-03</a>	UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs
<a href="#">IVD4-04</a>	EP 9.112 Delegation of Authority for Personnel Actions, Attachment B
<a href="#">IVD4-05</a>	RP 9.212 Executive and Managerial Personnel Policies
<a href="#">IVD5-01</a>	University of Hawai'i Strategic Plan 2023-29
<a href="#">IVD5-02</a>	University of Hawai'i Community Colleges Strategic Plan 2023-29
<a href="#">IVD5-03</a>	Honolulu Community College Strategic Plan 2023-29
<a href="#">IVD5-04</a>	2023 Legislative Session Approved CIP Funds
<a href="#">IVD5-05</a>	Performance Funding Memo, May 17, 2023
<a href="#">IVD5-06</a>	UHCCP 4.203 Institution-Set Standards, Attachment 1
<a href="#">IVD5-07</a>	UHCC Systemwide Online Education Committee Minutes, January 19, 2024
<a href="#">IVD5-08</a>	Charge Memo for General Education Inquiry Team
<a href="#">IVD5-09</a>	UH Systemwide Foundations Board Meeting Minutes, November 29, 2023
<a href="#">IVD5-10</a>	Accounting Program Coordinating Council Meeting Minutes, April 28, 2023
<a href="#">IVD6-01</a>	BOR Approved Action Memos Email
<a href="#">IVD6-02</a>	PPIS Changes for February 20, 2024 Notification Email
<a href="#">IVD6-03</a>	Fall 2023 Campus Visit Presentation - Kapi'olani Community College
<a href="#">IVD6-04</a>	Spring 2023 Campus Visit Presentation - Kaua'i Community College
<a href="#">IVD6-05</a>	OVPCC Website
<a href="#">IVD7-01</a>	UH/UHCC Shared Governance Survey, 2021 and 2024
<a href="#">IVD7-02</a>	Fall 2023 Q&A for All Campuses

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## H. Quality Focus Essay

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The College has selected further exploration, implementation, and evaluation of “Kuleana to Native Hawaiians and Hawai‘i” as its QFE.

### **Introduction and Rationale**

Kuleana has a variety of definitions, including a “right, privilege, concern and/or responsibility...”<sup>2</sup> The term is often used to describe one’s responsibility to themselves, family, community and ‘āina or *land*. In this case, the University of Hawai‘i System has identified kuleana as a priority, by naming “Kuleana to Native Hawaiians and Hawai‘i” as one of four strategic directions. Our College has made a commitment to support Native Hawaiian students through its vision, mission, and values, institutional learning outcomes and our Strategic Plan.

One of Kapi‘olani CC’s institutional learning outcomes, “Demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture,” aims to institutionalize and assess our commitment to Native Hawaiians and Hawai‘i. The College has also strengthened its commitment through alignment with the UH System Hawai‘i Papa o Ke Ao plan ([Hawai‘i Papa o Ke Ao](#)) by developing a campus-level plan ([HPOKA 2022 plan](#)).

Kapi‘olani Community College has made a conscious decision to emphasize its kuleana as the foundation for its Strategic Plan. This key imperative is woven into the entire plan and the foundation for the three *alaehe* (directions): Workforce needs of Hawai‘i and beyond, thriving and sustainable campus culture, and student success. The infusion of this *kuleana* into our *alaehe* will be represented in how we approach our *pahuhopu*, or goals, and elevate culture-based and relevant pedagogies into the heartbeat of our College.

Historically, Native Hawaiian students have not performed as well as their counterparts in success measures such as degree completion, fall-to-spring, and fall-to-fall re-enrollment. The campus has led substantial efforts to improve academic and lifelong success for Native Hawaiian students by creating an institutionalized Native Hawaiian support program, accessing Title III funds to support student and faculty development, and by creating the Naepuni group to examine needs and make recommendations towards improving these measures. While these efforts have had an impact on the students they directly supported, the overall success measures for Native Hawaiian students have not improved.

### **Anticipated Impact on Student Learning and Achievement**

By exploring, planning, and focusing efforts on the College’s “Kuleana to Native Hawaiians and Hawai‘i,” we can anticipate a positive impact on students and learning and achievement for Native Hawaiian students. We expect to close the achievement gaps in enrollment,

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<sup>2</sup> Mary Kawena Pukui and Samuel Elbert, *Hawaiian Dictionary* (Honolulu: University of Hawai‘i Press, 1986).  
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retention, persistence, and improve students' sense of civic and community engagement.

### **Outcome Measures**

The measured change in student learning and achievement for Native Hawaiian students will be measured by either an increase or close in gap between Hawaiian students and others in the following outcomes typically collected and monitored:

- Graduation rates.
- Transfer Rates.
- Fall-to-spring and fall-to-fall re-enrollment.
- Job Placement.

Additionally, the College will develop a plan to address and assess outcomes around the following themes:

- Institutional Learning Outcome (ILO), "Demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture."
- Provide faculty and staff development opportunities to foster Kuleana to Native Hawaiians and Hawai'i.
  - Participation in development activities.
  - Growth in areas of *kuleana* to Native Hawaiians and Hawai'i.
  - Attitude and behavior shifts related to Kuleana to Native Hawaiians and Hawai'i.
  - Sense of belonging to the College.
- Incorporation of culturally relevant best practices as evidenced by the Strategic Plan.
  - Civic and community engagement.
  - 'Āina-based learning.

### **Project Action Plan: Kuleana to Native Hawaiians and Hawai'i**

The project will start with developing a campus wide plan to engage the campus in meeting the College's Kuleana to Native Hawaiians and Hawai'i. A Kuleana Team will be identified to accomplish this action. Once the team is established, their charge will include:

- Establishing the overarching goals for the campus to address its Kuleana to Native Hawaiians and Hawai'i.
- Reference existing campus plans and include areas that may not exist in this comprehensive plan. Previous and existing plans are the 2023-2029 Strategic Plan, campus values, Institutional Learning Outcomes relevant to Native Hawaiians and Hawai'i, Hawai'i Papa o Ke Ao (HPOKA), and the Naepuni Report (2021-2022).
- The plan should address areas such as Native Hawaiian student achievement, faculty and staff development, and community engagement.
- The plan should address how to collect, document, and share the actions, strategies, and efforts of the College in supporting its Kuleana to Native Hawaiians and Hawai'i.
- The plan will include an outline for evaluation and how the College will measure the accomplishment of the goals, as referenced in the previous section.

AY 2024-25			
Activity	Responsible Party	Resources Required	Timeline
Identify Kuleana Hui	Executive Leadership Team (ELT) and 'Aha Kalāualani	Time	Summer 2024
Establish smaller work group to review the campus values in relation to the Strategic Plan and its Kuleana to Native Hawaiians and Hawai'i	Work group from the larger team, convened by the Executive Director of Strategy (EDS)	Time - off duty resources, overtime, release time, if applicable	Summer 2024 - Fall 2024
Entire Kuleana Hui review past and existing documents, establish goals, plan, timeline, and how to evaluate	Kuleana Team	Time - off duty resources, overtime, release time, if applicable	Fall 2024- Spring 2025

AY 2025-26			
Activity	Responsible Party	Resources Required	Timeline
Implement or coordinate action items in the following areas: 1) NH student achievement, 2) faculty/staff professional development, 3) community engagement	Identify work groups and leads for each area	Time - off duty resources, overtime, release time, if applicable	Fall 2025 - Spring 2026
Evaluate the specified actions and the campus efforts towards accomplishing kuleana and their effectiveness	Work groups and Office of Institutional Effectiveness (OFIE) support	Time - off duty resources, overtime, release time, if applicable  OFIE Support	Summer 2026

AY 2026-27			
Activity	Responsible Party	Resources Required	Timeline
Implement or coordinate action items in the following areas: 1) NH student achievement, 2) faculty/staff professional development, 3)	Identify work groups and leads for each area	Time - off duty resources, overtime, release time, if applicable	Fall 2026 - Spring 2027

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community engagement

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Evaluate the specified actions and the campus efforts towards accomplishing kuleana and their effectiveness

Work groups and Office of Institutional Effectiveness (OFIE) support

Time - off duty resources, overtime, release time, if applicable

Summer 2027

OFIE Support



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