



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

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2015 Annual Report
Final Submission
 03/30/2015

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Joanne Whitaker
3.	Phone number of person preparing report:	808-734-9520
4.	E-mail of person preparing report:	joannewh@hawaii.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2014-2015_Policies.pdf (p.A3)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.kapiolani.hawaii.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2014: 7,994 Fall 2013: 8,376 Fall 2012: 8,892
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	7,823
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,381
9.	Number of courses offered via distance education:	Fall 2014: 177 Fall 2013: 189 Fall 2012: 195
10.	Number of programs which may be completed via distance education:	11
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,071 Fall 2013: 3,245 Fall 2012: 3,386
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	75%									
14b.	Successful student course completion rate for the fall 2014 semester:	70.68%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tbody> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>835</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>501</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>334</td> </tr> </tbody> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	835	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	501	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	334
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	835									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	501									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	334									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,740									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,189									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	675									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	684									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,128									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	The College has, for many years, offered Academic Subject Certificates (ASC) in the Liberal Arts that focus student learning on Hawaiian, Asian, and International Studies.									
19a.	Number of career-technical education (CTE) certificates and degrees:	56									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	56									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	9									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	19									
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> </tbody> </table>		Program	CIP Code 4 digits	Examination	Institution set standard	Pass Rate (%)				
Program	CIP Code 4 digits	Examination	Institution set standard	Pass Rate (%)							

	(##.##)		(%)	
Medical Assisting	51.08	national	66.7 %	90.48 %
Medical Laboratory Technician	51.10	national	90 %	100 %
Nursing (ADN)	51.38	national	87 %	87.95 %
Nursing (LPN-RN)	51.38	national	80 %	94.74 %
Nursing (PN)	51.39	national	84.8 %	95.24 %
Occupational Therapy Assistant	51.08	national	80 %	81.82 %
Physical Therapy Assistant	51.08	national	85 %	100 %
Radiologic Technology	51.09	national	100 %	95.83 %
Respiratory Care Practitioner	51.09	national	80 %	100 %

21.

2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	52.03	65 %	63.24 %
Biotechnician	26.12	65 %	0 %
Culinary Arts	12.05	65 %	63.55 %
Dental Assisting	51.06	65 %	50 %
Emergency Medical Technician	51.09	65 %	70.83 %
Hospitality and Tourism	52.09	65 %	24.73 %
Exercise and Sport Science	31.05	65 %	100 %
Information Technology	11.01	65 %	60 %
Marketing	52.14	65 %	56.25 %
Medical Assisting	51.08	65 %	75 %
Medical Laboratory Technician	51.10	65 %	50 %
Mobile Intensive Care Technician	51.09	65 %	100 %
New Media Arts	10.03	65 %	66.67 %
Nursing (ADN)	51.38	65 %	70.97 %
Nursing (PN)	51.39	65 %	71.88 %
Occupational Therapy Assistant	51.08	65 %	41.18 %
Paralegal	22.03	65 %	71.43 %
Physical Therapist Assistant	51.08	65 %	71.43 %
Radiologic Technologist	51.09	65 %	86.96 %
Respiratory Care Practitioner	51.09	65 %	73.68 %

22.

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Criteria Measure (i.e. persistence, starting standard)	Definition	Institution Set Standard

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Faculty have used capstone assignments to assess certain outcomes of General Education in students who have already completed a writing intensive course & have sophomore standing. Faculty decided to explore the potential for reliable & valid assessment of aesthetic engagement by creating an innovative protocol: artifacts from BIOL 265L (Ecology & Evolutionary Biology, poster presentations of the semester project) & LING 102 (Introduction

to the study of Language, eStories using visuals & narration in addition to text). Using BIOL 265L to illustrate, 8 faculty members assessed 12 poster presentations at the end of the semester. Faculty rated the perceived aesthetic qualities of the posters in a three-step process. First, an overall assessment of the posters was made, based on each faculty's own criteria using a 1-100 scale. Next, posters were rated using three criteria: clarity, engagement & cohesiveness. Finally, each faculty made a final rating for each poster. The cohesiveness of assessors' ratings, despite their level of confidence and/or experience with aesthetic engagement, suggests meaningful assessment of our Aesthetic Engagement PLO is possible. Continued exploration of strategies for assessing this abstract & multidisciplinary learning outcome may be fruitful, especially if more courses are recruited into Cornerstone.

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	796
	b.	Number of college courses with ongoing assessment of learning outcomes	796
	Auto-calculated field: percentage of total:		100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	62
	b.	Number of college programs with ongoing assessment of learning outcomes	62
	Auto-calculated field: percentage of total:		100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	12
	Auto-calculated field: percentage of total:		92.3
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://ofie.kapiolani.hawaii.edu/student-learning-outcomes/	
28.	Number of courses identified as part of the general education (GE) program:	345	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	345	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	69.5%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	

35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In 2013-2014, the College participated in the ACCJC-sponsored project to examine the possibility of using Lumina's Degree Qualification Profile (DQP) in refining outcomes. The first faculty team mapped the College's general education/institutional outcomes to the DQP outcomes, resulting in a matrix that showed which specific DQP outcome statements connected to which KCC outcomes & revealed the following patterns: • There were no gaps in the College's outcomes vis-à-vis the DQP • Many DQP outcome statements mapped to multiple KCC outcomes • The College's aesthetic engagement outcome was not as robust, in terms of mapping to the DQP, as its other outcomes A second team of faculty fine tuned the maps/matrices developed by the Team, & drafted potential revisions to the College's outcomes in order to create closer alignment with the DQP. This pilot project demonstrated that the DQP could be used to help the College further clarify its general education student learning outcomes & to help further align course competencies to these outcomes. The project also suggested potentially fruitful next steps: • Align assignments & assessments to the new experimental course competencies • Explore the use of the DQP in other degree programs • Further refine the College's general education outcomes to reduce overlap revealed by the DQP</p> </div>
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>	
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>As a result of course-level assessment, outcomes in a number of courses have been modified: ART (1); PACS (1); PSY (7); SOCS (1); SP (1); SSCI (1); and ZOO (1). ESOL 90 underwent a particularly extensive study. In spring 2011, ESOL faculty decided that assessment would focus on writing, specifically, on grammatical accuracy in writing—because without a certain level of accuracy, college-bound second language learners will be unable to effectively express themselves in their college courses. In monthly meetings over three years, faculty developed a measure of grammatical accuracy, the accuracy index (# of accurate sentences divided by # of sentences, where accurate sentences are defined as those sentences free of errors in grammar, spelling, capitalization, and punctuation). The use of this measure has led to changes and improvements in classroom instruction. Since the accuracy index was first implemented, average course accuracy on a semester-end final in-class writing assignment (with no language support, eg, dictionaries, allowed,) has increased from 5% in fall 2011 to 12% in spring 2014. Based on the changes in instruction and the increase in student learning induced by the use of the accuracy index, new competencies and curriculum were developed for the course, resulting in the current course update.</p> </div>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The Annual Report of Program Data (ARPD) is conducted for all academic, academic support, and student services programs at the College. It is an assessment of courses and programs which draws upon data from the previous year. Its conclusions are systematically used to inform future program/institutional directions. ARPDs are posted publicly to increase transparency about the relative success of each program of study. The ARPD serves as one of the core tools used by the College to increase dialogue for institutional/program improvement, resource allocation, planning and related-decision making. Every three years Comprehensive Program Reviews are submitted for these same programs. These reviews do a three-year overview analysis of the most current ARPDs and plan next steps and longer-term objectives for the program that require program adjustments and resource planning over a longer time horizon.</p> </div>

38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Program SLO assessment for academic, academic support, & student service counseling programs, is formalized through the Annual Report of Program Data (ARPD) process. The assessment of service area outcomes (SAOs) for student service programs is formalized through the Service Area Outcomes Report. All SLOs & SAOs are a result of extensive discussion among affected faculty & staff & are required to be in alignment with the College's strategic plan, which, at the highest institutional level, is in alignment with the UH System's & the UH Community College System's strategic plan. Any academic, academic support, & student service counseling program participating in the annual budgeting process is required to refer to its ARPD and student service programs must refer to its SAOs & outcomes assessment reports. The Allocation Request Form process requires an extensive review process, by the College hierarchy, governance groups, & peer advisory groups, of all budget requests to ensure requests properly align with stated SLOs & SAOs & the College's strategic plan. New this year is the implementation of Taskstream, an assessment management system that will provide uniform, standardized reporting structures & templates. The process of designing these templates has deepened the faculty's understanding of & commitment to outcomes & assessments</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>(1) In the Culinary Arts program, program SLOs are assessed & evaluated by industry professionals using the rubrics developed by the faculty for use with Live Text. (2) 11 STEM faculty members gathered in May 2011 to evaluate several ASNS P-SLOs. The artifacts were undergraduate research posters, since URE is seen as a "capstone" experience for STEM students. The posters were evaluated highly by the evaluation team, but through the process, it became clear that the current ASNS P-SLOs were not clearly stated, difficult to assess, & not directly focused on the goals of the degree. As a result, 7 STEM faculty members met over 2012-2013 to discuss the student learning goals & revise the program SLOs. After getting feedback from the Math & Sciences department, further modifications were made resulting in program SLOs that are measurable, assessable, & reflective of the ASNS degree program. This spring, the ASNS degree program will evaluate program outcomes using student posters again, this time with a new rubric based on the new P-SLOs. The undergraduate research in STEM has proven to be a best-practice in student long-term success & this practice has been institutionalized throughout the college. Example: a multidisciplinary team went to ERN & CUR conferences, and there is a poster session featuring URE from various disciplines.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	A new Advanced Professional Certificate in Hospitality Management and possibly one in Cyber Security

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a

42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Hawaii CC (EMT, MICT), Maui College (EMT, MICT); Windward CC (LPN), Leeward CC (ADN).
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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