



UNIVERSITY of HAWAII

KAUA'I
COMMUNITY COLLEGE

ISER



2018 Institutional Self Evaluation Report for Reaffirmation of Accreditation

Kaua'i Community College

**INSTITUTIONAL SELF EVALUATION REPORT (ISER)
IN SUPPORT OF
RE-AFFIRMATION OF ACCREDITATION**

Submitted by:

KAUA'I COMMUNITY COLLEGE
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Submitted to:

Accrediting Commission for Junior and Community Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

August 2018

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

From: Helen Cox, Chancellor
Kaua'i Community College
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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.

Certification of the 2018 Self-Evaluation Report

To: Accrediting Commission for Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges

From: Dr. Helen Cox, Chancellor
Kaua'i Community College

This self-evaluation report accurately reflects the substance of the institution and was prepared to assist ACCJC in determining the accreditation status of the College. I certify that there was effective campus participation in the preparation of the report.

Dr. Helen Cox, Chancellor

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A. Introduction

Overview and History

Kaua'i Community College (KCC) was established in 1926 as a vocational school within the State of Hawai'i Department of Education. It is the only public institution of higher education serving the County of Kaua'i, which includes the islands of Kaua'i and Ni'ihau. In 1965, KCC became a comprehensive community college and was transferred to the University of Hawai'i (UH) System as one of seven colleges in the UH Community College System.

Responsibilities within the System are defined in the functional maps of the College, the UH Community Colleges System, and the ten campus UH System. This organizational structure and hierarchy has been in place since the last reaffirmation of accreditation cycle. The College is led by a Chancellor who oversees the five major units, which are headed by a Vice-Chancellor or Director who reports directly to the Chancellor. The Chancellor reports to the Vice President for Community Colleges and is a member of both the Council of Chancellors and the Council of Community College Chancellors.

KCC provides access to 18 two-year associate-level terminal and transfer degrees and 24 short-term certificates. KCC's Office of Continuing Education and Training (OCET) also provides non-credit training programs that enable the College to respond flexibly and quickly to the community's changing workforce needs.

In 1996, a University of Hawai'i University Center was added to the College, through Board of Regents Executive Policy 5.215, in response to the growing need for baccalaureate- and graduate-level education in the community. As a University Center, the College can broaden the educational opportunities of island-bound residents by supporting distance education baccalaureate and graduate programs from sister campuses. This allows residents to further their education without leaving the island.

The College receives a great deal of support from the UHCC System Office in terms of institutional research, marketing, fiscal, academic affairs, and overall administration. In addition, the UH System Office provides accounting, procurement, treasury, human resources, legal, risk management, IT, and other centralized systemwide support. The UHCC System Office has established funding for enrollment growth, innovation, and specific initiatives which is directed to individual campuses based on need and application. Community Colleges within the system are also encouraged to work together to develop programs to avoid duplication and increase articulation.

Programmatic Accreditation

In addition to institutional accreditation by ACCJC, Western Association for Schools and Colleges (WASC), there are four academic programs with additional accreditation. Automotive Technology is accredited by the National Automotive Technicians Education Foundation, and was awarded reaffirmation of accreditation in 2018. The Culinary Arts program was reaccredited by the American Culinary Federation Education Foundation Accrediting Commission in 2017. The Nursing program was also reaccredited in 2017 by the Accreditation Commission for Education in Nursing. Medical Assisting was granted initial accreditation with the Commission on Accreditation of Allied Health Education Programs in 2018.

Major Developments Since Last Comprehensive Review

Administration: There have been several changes in Executive Management positions since the last ISER. However, it is notable that many of these positions were held by the same people for nearly two or more decades. In 2012, Mr. Gary Nitta, Vice-Chancellor for Administrative Services, retired after 30 years in the position. An interim, Mr. Greg Enos, served as the interim Vice-Chancellor for Administrative Services for five months. Mr. Brandon Shimokawa was hired in 2013 and has been in the position since. He is a member of the Chancellor's Cabinet and oversees Computer Services, Human Resources, Operations and Maintenance, Campus Public Safety, and the Business Office.

In 2015, Mr. Bruce Getzan, Director of the Office of Continuing Education and Training, retired after five years. He was replaced by an interim director, Mrs. Peggy Lake, after which Mr. Calvin Shirai became the Director in February 2016. He is a member of the Chancellor's Cabinet and oversees the Innovation Center, Testing Center, Performing Arts Center, International Education, and non-credit programs.

In 2015, the Director of the University Center, Mrs. Ramona Kincaid, retired after holding the position for 19 years. She was replaced by an interim director, Mrs. Colleen Ka'imina'auao, who later became the Director in August 2016, then the Director of Institutional Effectiveness and University Center in January 2017 with the reorganization of the College. Dr. Valerie Barko became the Director of Institutional Effectiveness and University Center in August 2017 after a resignation by Mrs. Ka'imina'auao. This position is a member of the Chancellor's Cabinet, serves as the College's Accreditation Liaison Officer, and oversees Marketing, Grants, Institutional Research, and the University Center.

In 2015, Mr. Earl Nishiguchi, Vice-Chancellor for Student Affairs, retired after 17 years in the position and was replaced by an interim vice-chancellor, Mr. Isaiah Ka'auwai. Mrs. Margaret Sanchez became the Vice-Chancellor for Student Affairs in August 2017. This position serves on the Chancellor's Cabinet and oversees Counseling and Advising, Financial Aid, Library Services, Tutoring, Student Success, Student Life, and Admissions and Records.

Degrees and Certificates: Kaua'i Community College has added a myriad new degrees and certificates since 2012. Our new degree programs include an Associate of Science in

Business; an Associate of Science degree in Creative Media Arts; an Associate in Arts in Hawaiian Studies; an Associate of Science degree in Natural Sciences with concentrations in biological sciences, engineering, and physical sciences; and an Associate of Science degree in Plant Biology and Tropical Agriculture. We also have added Certificates of Achievement in Automotive Green Technologies, Master Automobile Service Technology, Entrepreneurship, Management, and Computer Network Administrator and Security.

Construction and Grounds Projects: Since the 2012 Institutional Self-Evaluation Report, the College has secured capital funding in excess of \$24 million (M) to repair, maintain, and renovate its facilities; \$22.9M in State appropriations and \$1.4M in extramural funding. Notable projects that have already been completed include renovations to the Learning Resource Center (LRC) of \$5.3M, \$2.9M for the 2,400 square foot Fine Arts Auditorium addition, and \$0.4M in federal TACCCT funds to renovate a storage facility into a classroom and laboratory to support our sustainability and agriculture programs. As of March 31, 2018 the only project currently in construction is the \$4.3M renovations of the Performing Arts Center (PAC). However, the College will begin construction on \$9.2M worth of projects within the next 12 months. These upcoming projects include: \$0.1M to install a second, dedicated flag pole for the Hawaii State Flag, \$0.4M for exterior repairs to the One-Stop Center (OSC), \$2.0M for the construction of a traditional Hawaiian underground teaching oven, \$2.5M to install a photovoltaic system, \$2.0M to install an additional chiller, \$1.7M to improve the A/C in the Daniel K. Inouye (DKI) Technology Center, and \$0.5M to bring the Cafeteria exhaust duct up to code. Additionally, the College expects to finalize its new long-range development plan this coming fall, which is estimated to cost \$0.3M.

Initiatives:

- Integrated Student Support: Development of workgroups that address student support needs including Purpose First, Onboarding, and Retention. These workgroups focus on providing “just-in-time” communication. Examples include the math and English redesign, implementation of STAR GPS/Guided Pathways, and the regional 6-16 Initiative with Waimea schools.
- Sustainability: College focus on the campus footprint, curriculum, and partnering with the community. Both the System and the College are committed to sustainability. The System developed a policy and the campus developed a plan to implement the policy. A Sustainable Science Certificate is also available to students.
- Early College: Dual credit college classes taught at the three public high schools. These began and were expanded since the last reaffirmation of accreditation in 2012, and the College has begun offering a pattern of courses that leads to one of several Certificates of Competence (e.g., early childhood education, accounting, and hospitality and tourism) or an Academic Subject Certificate in mathematics.
- Innovation Center: This Center, which will be overseen by the Office of Continuing Education and Training, will support projects that are interdisciplinary, faculty-led, and address a community need while teaching relevant skillsets to students.

- **Indigenous-serving Institution:** The UH System has committed itself to being a leading indigenous-serving institution. In response, KCC developed a Native Hawaiian Advisory Council, comprised of Hawaiian Charter School Principals, Hawaiian-serving organizations, and campus staff that provide recommendations to the College on how to better serve its Native Hawaiian students. The College also has an internal Council, Makaloa, that reports to the College Council on Native Hawaiian issues.
- **Wrap-around Student Services:** This initiative was developed in collaboration with the UH Foundation to establish an account to accept donations to help address student hunger by providing students in-need with cafeteria meal vouchers along with a resource guide to campus and community services.

The Community We Serve

Economic Snapshot: The 2016-2020 Kaua‘i Economic Development Plan/ Comprehensive Economic Development Strategy report notes the following significant factors:

- Kaua‘i residents struggle with lower wages as compared to the state as a whole; annual self-sufficiency costs for selected family types (e.g., one adult, two adults, one adult and a preschool child, etc.) as of 2013 range from 11.3% to 31.7% higher than the rest of the state;
- Small businesses (e.g., 100 or fewer employees) employ more than 70% of all workers, and half of all business on Kaua‘i employee four or fewer workers;
- Tourism is the primary economic driver for Kaua‘i; the 2018 Tourism Strategic Plan Update includes career preparation for a skilled workforce, infrastructure upgrades, and increasing awareness of Hawaiian culture and sense of place;
- There is a major focus on boosting the economy by increasing other industry sectors beyond tourism (see below); and
- The current low employment rate (e.g., 1.7% in December 2017) makes it challenging for employers to find qualified workers.

In planning for future economic development, KCC and the county have identified six target clusters as priority areas for Kaua‘i, which collectively included approximately 30% of all private sector jobs in 2014. These include Food and Agriculture, Sustainable Technologies and Practices, Science and Technology, Health and Wellness, Sports and Recreation, and Arts and Culture. Kaua‘i Community College was a contributor to this plan and is a partner in helping achieve strategic goals that include:

- **Building, attracting, and retaining a 21st century workforce:** This aligns with KCC’s strategic goal to provide 21st century technology in programs and the College offers Early College STEM courses at high schools;

- Encouraging innovation and the building of small, medium, and large businesses and organizations: KCC has expanded the Business Education program, GoFarm partnership, and offers continuing education workshops; and
- Achieving greater food self-sufficiency: The Kauaʻi Economic Development Board has a food production and education center as their top priority, and is partnering with KCC to locate this facility on-campus. The building date remains uncertain.

The 2017 Kauaʻi County General Plan identifies Kauaʻi Community College as a partner in providing the capacity for economic growth. This will be done by providing "access to quality education and training to not only expand the county's workforce but also to facilitate growth in emerging industries." The County has recognized KCC as an education center, which is reflected in the County's recent addition of a new University zoning designation.

Tourism, agriculture, and small businesses were cited as the three areas of growth for the County. KCC is helping the County meet the agriculture goal of preparing youth for future careers in diversified agriculture by providing Early College at Department of Education high schools, offering a Plant Biology and Tropical Agriculture Certificate, and collaborating with the GoFarm initiative. The College also offers a course in Entrepreneurship.

Geographic Location and Demographic Data

Geographically, the College is isolated, and serves the entire county of Kauaʻi, which includes the islands of Kauaʻi and Niʻihau. Kauaʻi is the northernmost island of the eight major Hawaiian islands and is separated from Honolulu, the capital and main population and business center of the state, by 100 miles of the Pacific Ocean. Travel to any of the other islands is primarily by air. Niʻihau is a privately owned island, which is accessible only by barge and helicopter. It is home to the state's largest concentration of people who learned Hawaiian as their first language.

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

Kauaʻi County Ethnicity Data from the 2010 US Census.

White alone	33.0%
Black or African American alone	0.4%
American Indian and Alaska Native alone	0.4%
Asian alone	31.3%
Native Hawaiian and Other Pacific Islander alone	9.0%
Two or More Races	24.9%
Hispanic or Latino (included in categories above)	9.4%

The US Census Bureau Quickfacts for Kaua‘i County estimates a 2017 population of 72,159 people. The percentages of the main ethnic categories remain relatively stable, with the exception of Hispanic or Latino, which is estimated to experience a 1.6% increase.

Kaua‘i County Ethnicity Estimates for 2017 from the US Census Quickbooks.

White alone	33.3%
Black or African American alone	0.6%
American Indian and Alaska Native alone	0.5%
Asian alone	31.4%
Native Hawaiian and Other Pacific Islander alone	9.1%
Two or More Races	25.0%
Hispanic or Latino (included in categories above)	11.0%

Student Enrollment Trends

The College’s fall total enrollment peaked in 2013, and has been declining since. Conversely, fall enrollment of Native Hawaiian students peaked a year earlier, but has been increasing since 2015.

Total and Native Hawaiian Enrollment Trends at Kaua‘i Community College from 2012-2017.

Fall Term	2012	2013	2014	2015	2016	2017
Total Enrollment	1,495	1,530	1,424	1,401	1,401	1,346
Native Hawaiian Enrollment	476	473	435	409	437	441

As noted above, unemployment rates in Kaua‘i County are low, and the Bureau of Labor Statistics reports an annual decline from 2012-2017 (7.3, 5.6, 4.8, 4.0, 3.3, and 2.6, respectively). The overall trend at the College has been declining full-time enrollment and increasing part-time enrollment, which has generally been attributed to the County’s low unemployment rates. This is also reflected in SSH trends, which has gone from a high of 24,810 in 2014 to 20,939 in 2017.

Full-time and Part-time Fall Enrollment Trends at Kaua‘i Community College from 2012-2017.

Fall Term	2012	2013	2014	2015	2016	2017
Full-time	571	574	546	484	421	361
Part-time	924	956	878	917	980	985

Age Distribution

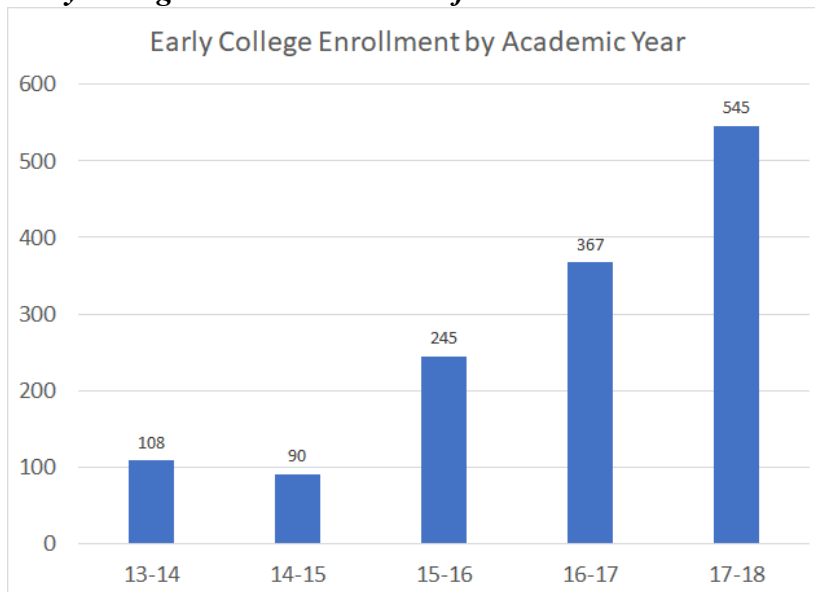
Over the past six years, the greatest change in the age distribution of students has been in the under 18 years of age category. Students in this category have doubled in enrollment at the College since 2012, a direct result of the increase in Early College courses offered at the high

schools. Conversely, there has been a decline in working aged adult enrollment, since the enrollment peak in 2014. As noted above, this is likely correlated with the decline in unemployment rates in the County.

Age Distribution of Students at Kaua‘i Community College from 2012-2017.

Fall Term	2012	2013	2014	2015	2016	2017
60 or older	3%	3%	2%	2%	2%	2%
35-59	16%	17%	18%	14%	11%	11%
30-34	6%	7%	7%	7%	6%	5%
25-29	11%	12%	13%	10%	10%	11%
22-24	12%	12%	13%	12%	10%	9%
20-21	16%	14%	15%	13%	14%	15%
18-19	26%	25%	26%	27%	25%	26%
Under 18	10%	10%	7%	14%	21%	20%

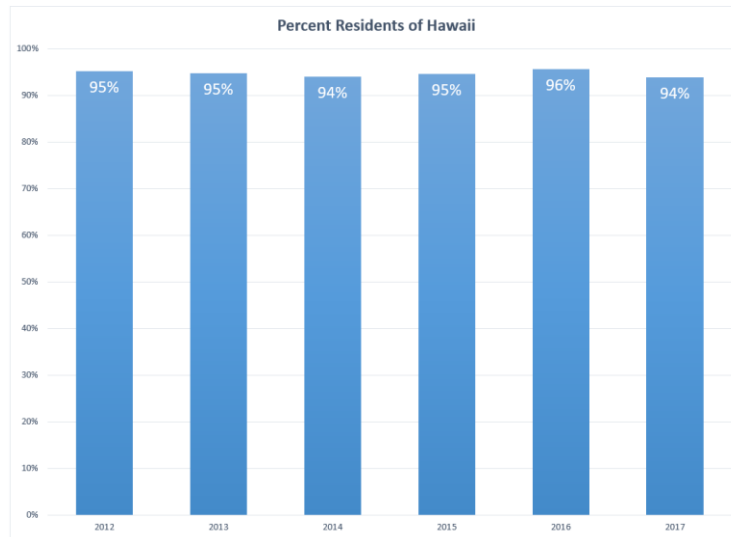
Early College Enrollment Trends from Fall 2014 – Fall 2017.



Local Address

Students at Kaua‘i Community College are predominately residents of the state of Hawai‘i, based on enrollment statistics. Of those that are not residents, less than 3.5% paid out-of-state tuition in 2017 because of resident exemptions such as the Hawaiian or Military Exemption. Over the past six years, student geographic location trends have remained consistent, with the majority of students residing in Kawaihau (Kapa‘a area), followed by Līhu‘e, Koloa, and Waimea.

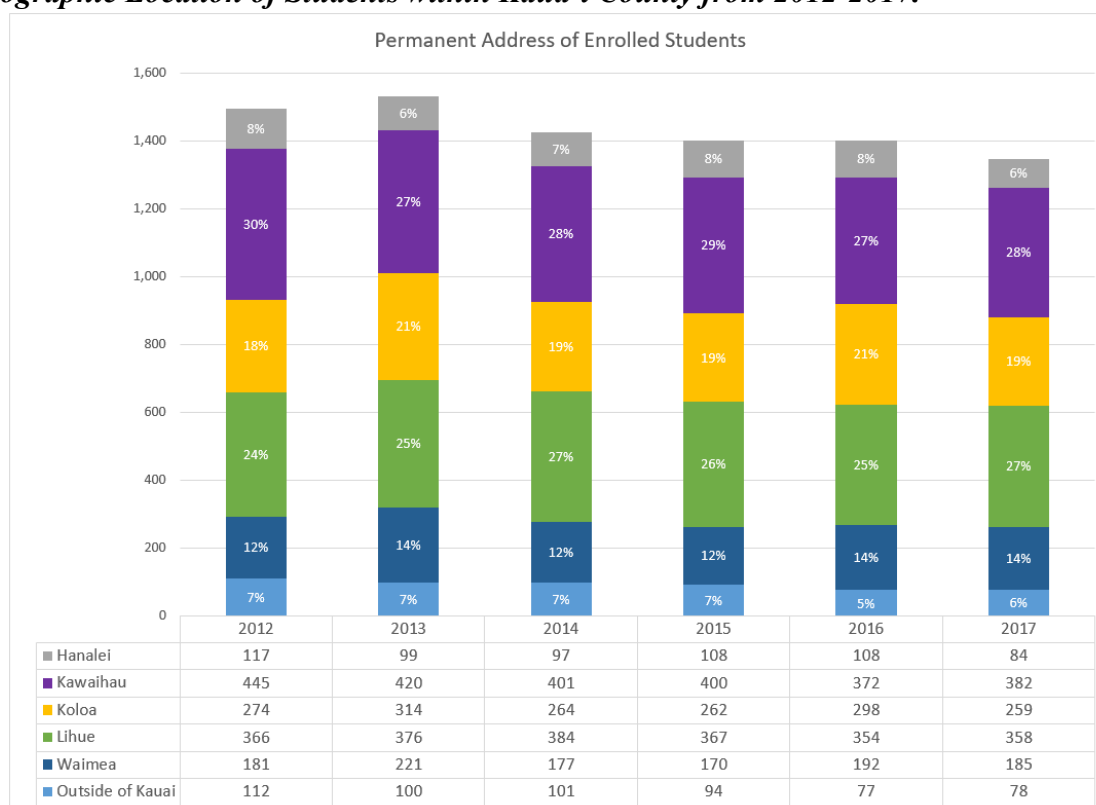
Residency Status of Students Enrolled each Fall at Kaua‘i Community College from 2012-2017.



Fall Enrollment by Residency Status of Students at Kaua‘i Community College from 2012-2017.

Tuition	Resident Status	2012	2013	2014	2015	2016	2017
Resident	Resident	1,422	1,449	1,339	1,325	1,339	1,263
	Converted Resident	12	10	21	27	16	18
	Faculty/Staff Exemption	2	2	1	1	2	2
	Hawaiian Exemption	13	12	5	1	2	5
	National Guard/Reserve Exemption				1		
	Military Exemption	2	3	4	5	3	2
	Institutional Exemption	3	3	2	3		2
	Veteran/Dependent Exemption				2	7	7
	Western Undergraduate Exchange	1	1	2	2	2	
Non-Resident	No Information	1		1	2	1	12
	Non-Resident	39	50	49	32	29	35
Grand Total		1,495	1,530	1,424	1,401	1,401	1,346

Geographic Location of Students within Kaua‘i County from 2012-2017.



For the past five years, more female students (58-60%) have enrolled than male students. Notably, the majority of students registering for distance education courses have also been predominately female, as the five-year average is 74%.

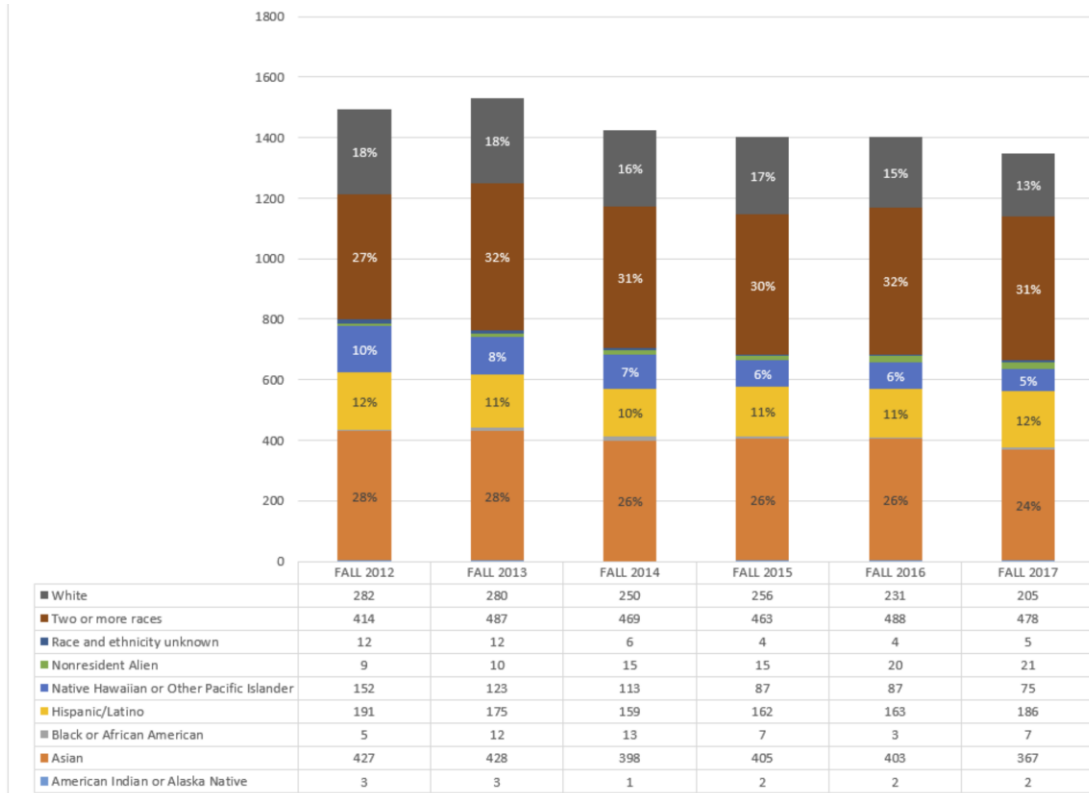
Gender of Students Enrolled at Kaua‘i Community College from 2013-2017.

	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017
Female	915	834	856	758	822	735	817	752	793
Male	615	533	557	524	526	446	521	437	451
Not Reported			11	10	53	43	63	45	102
Grand Total	1,530	1,367	1,424	1,292	1,401	1,224	1,401	1,234	1,346

Ethnicity

Ethnicity at the College is tracked using both Integrated Postsecondary Data System (IPEDS) definitions and expanded University of Hawai‘i categories. Like the community, there is not an ethnic majority and trends have remained relatively consistent since 2012, with the largest ethnic population being two or more races, followed by Asian, White, and Hispanic (IPEDS data).

Ethnicity of Students at Kaua‘i Community College Based on IPEDS Definitions from 2012-2017.



When examining the expanded ethnicity categories developed by the University of Hawai‘i System, the majority of students at Kaua‘i Community College are Native Hawaiian/part-Native Hawaiian, followed by Filipino, Caucasian, and two or more races.

Pell Status

Over a quarter of students enrolled at the College are classified as low-income and receive Pell support. However, the percentage of students receiving Pell assistance has been declining since 2013. This may be attributed to the declining unemployment rate in the state.

Percentage of Students Receiving Pell Assistance at Kaua‘i Community College from 2012-2017.

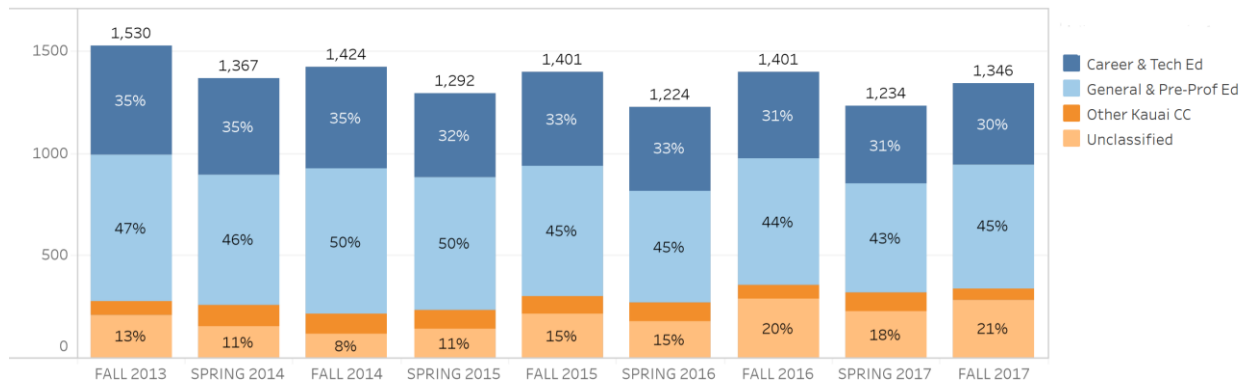
Status	2012	2013	2014	2015	2016	2017
Pell (%)	610 (35)	620 (34)	650 (35)	619 (34)	547 (32)	493 (28)
Not Pell (%)	1,136 (65)	1,230 (66)	1,213 (65)	1,183 (66)	1,155 (68)	1,272 (72)

Degree Enrollments

The majority of students entering the College have enrolled in general education and pre-professional education associate degree programs from 2013-2017. In general, enrollment in career and technical education programs have remained relatively stable and

represent approximately one-third of degree-seeking students at the College. Unclassified students have increased over the past five years. Tactics such as high school career pathways as well as the implementation of guided pathways at the College have been implemented to reduce the number of unclassified students.

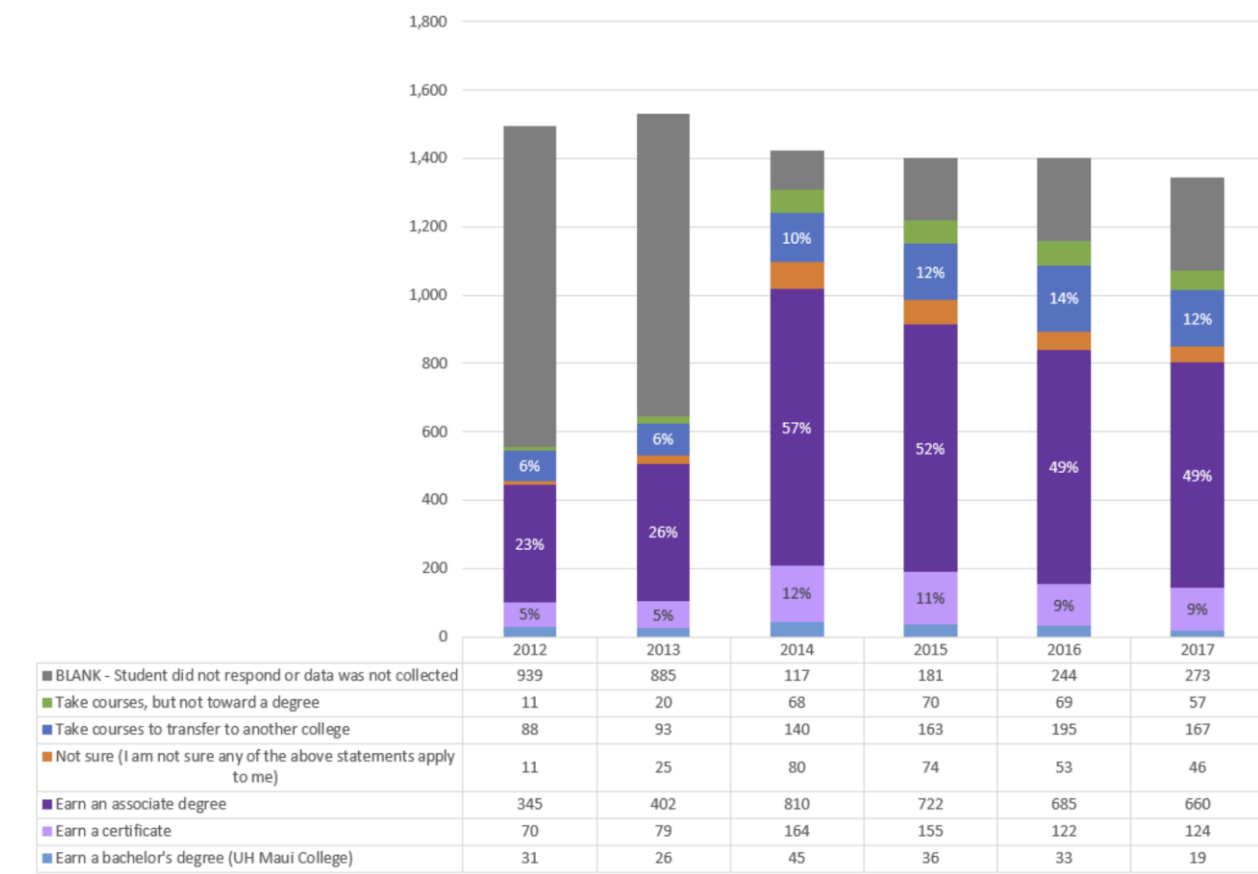
Percentage of Students Enrolled in Degree Types at Kaua'i Community College from Fall 2012-Fall 2017.



The majority of students enroll intending to complete a Certificate or Associate degree.

Intention of Students Enrolling at Kaua'i Community College from 2012-2017.

Immediate Educational Goal Reported by Student - Fall Semester



Fall-to-spring persistence rates have increased for first-time, part-time students, which mirrors the increase in part-time students at the College. The one-year retention rates of first-time, full-time students has remained close to 60% since 2012, and has increased for first-time, part-time students over the past two years.

Fall-to-Spring Persistence Rates of Students at Kaua‘i Community College from

	2005-8	2006-8	2007-8	2008-8	2009-8	2010-8	2011-8	2012-8	2013-8	2014-8	2015-8	2016-8
First-Time Full-Time	81.1%	75.6%	82.5%	80.8%	80.2%	75.0%	82.8%	79.4%	84.8%	83.7%	86.5%	73.6%
First-Time Part-Time	45.7%	61.0%	53.1%	65.5%	67.5%	61.3%	69.4%	64.5%	65.3%	56.4%	58.7%	74.8%
Transfer Full-Time	68.8%	59.4%	66.7%	75.9%	63.4%	74.0%	73.7%	78.9%	85.2%	52.9%	50.0%	52.0%
Transfer Part-Time	57.6%	43.8%	53.7%	54.5%	57.8%	50.0%	52.8%	58.3%	66.7%	46.2%	50.0%	74.3%

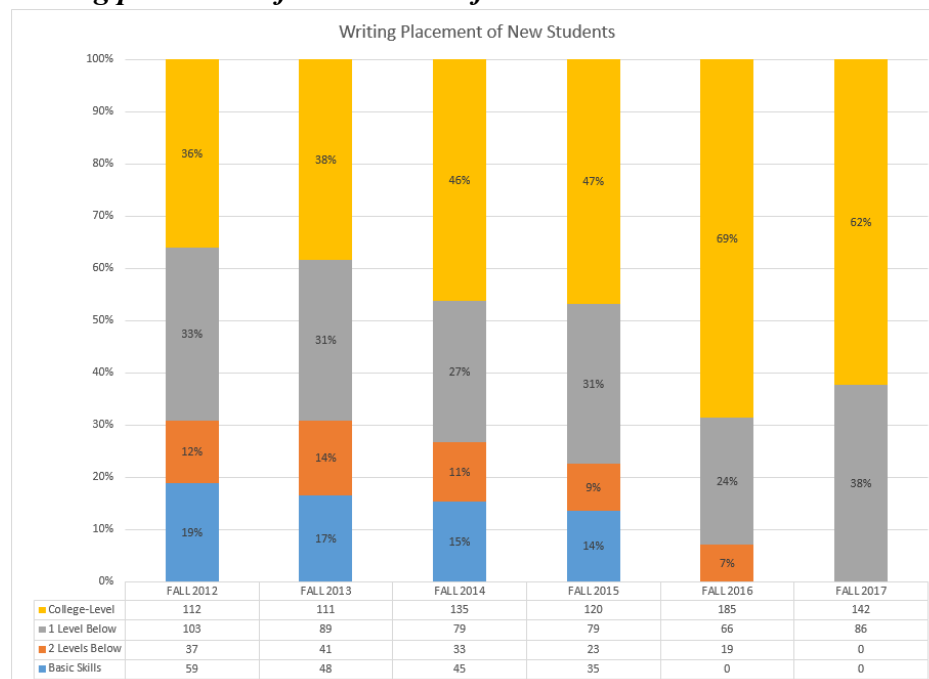
One-year Retention Rates of Students at Kaua‘i Community College from 2005-2016.

	2005-8	2006-8	2007-8	2008-8	2009-8	2010-8	2011-8	2012-8	2013-8	2014-8	2015-8	2016-8
First-Time Full-Time	65.4%	51.8%	58.4%	56.5%	60.4%	54.1%	57.1%	59.8%	59.2%	58.1%	65.9%	60.8%
First-Time Part-Time	31.5%	35.4%	37.5%	44.8%	40.3%	37.8%	39.7%	40.3%	40.6%	31.7%	41.3%	53.8%
Transfer Full-Time	43.8%	37.5%	44.4%	44.8%	56.1%	48.0%	36.8%	55.3%	59.3%	41.2%	57.1%	36.0%
Transfer Part-Time	45.5%	29.2%	39.0%	34.1%	32.8%	33.9%	34.0%	41.7%	49.0%	26.9%	29.4%	42.9%

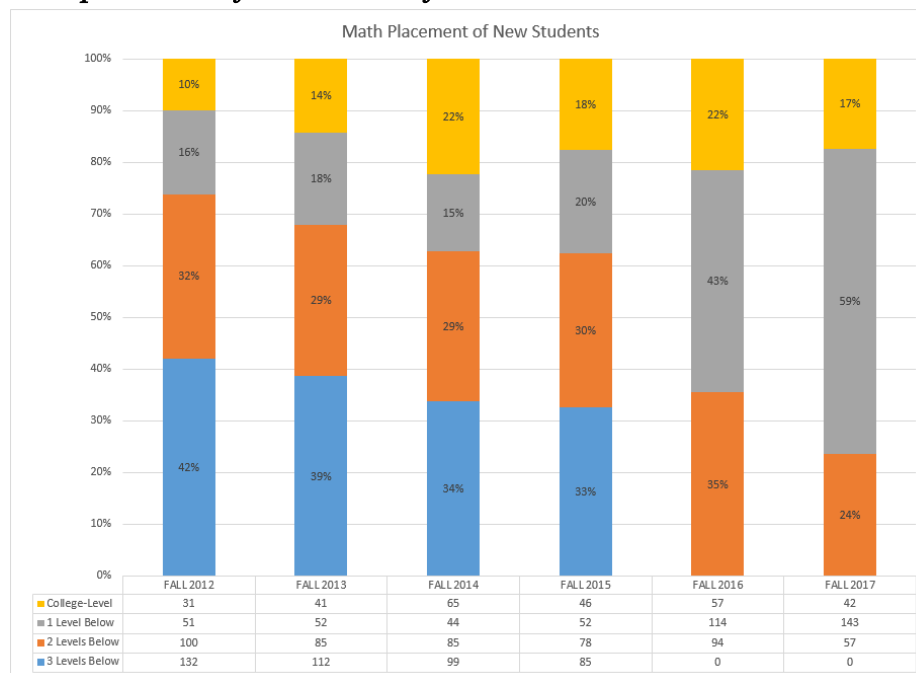
Student Preparedness for College

In general, the percentage of full-time students placing at developmental level(s), has been declining since the last 2012 self-study. This is likely a result of employing multiple placement measures and redesigning both math and English developmental courses and pathways at the College.

Writing placement of new students from 2012-2017.



Math placement of new students from 2012-2017.



B. Student Achievement Data and Institution Set Standards

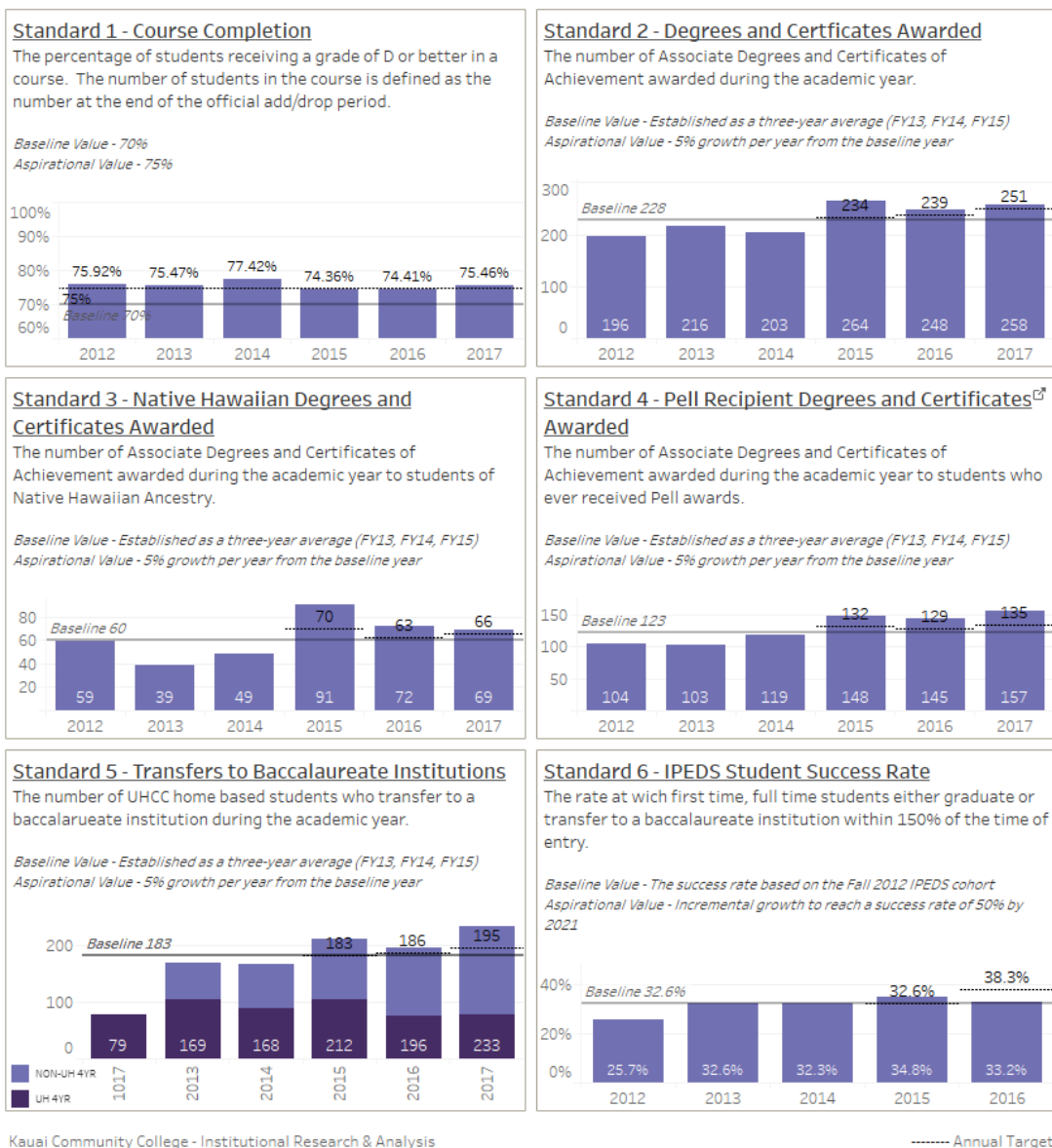
The College identified seven Institution Set Standards when the most current Strategic Plan was developed and implemented in 2015. These standards are:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institution
6. IPEDS Student Success Rate
7. Licensure and Certification Exam Success Rates
8. Job Placement Rate

Aspirational values were established by the UHCC System for all of the seven community colleges in UHCCP 4.203. It is notable that the College has met or exceeded aspirational values in the first six standards since baseline data were established in 2015.

Institution Set Standard Outcomes from 2012-2017. Benchmarks and Aspirational Values Were Developed in 2015 for the Years 2015-2021.

UHCCP 4.203 Institution Set Standards



Standards seven and eight have been more difficult to track as results must be reported from external agencies or students. Nonetheless, job placement in CTE programs has been tracked using Perkins Core Indicator 4P1, whereas individual programs report their program licensure and certification exam pass rates in their Annual Review of Program Update.

C. Organization of the Self-Evaluation Process

A chair for the self-study process (“Chair”) was chosen by the Chancellor in spring 2016. The chair met with the Accreditation Liaison Officer (ALO) and the Chancellor to outline an approach to the process and to generate a timeline of goals to meet.

The new approach was informed by an analysis of a campus-wide survey that was done in 2013, following the previous reaffirmation of accreditation for the College. The chair drafted a summary of lessons learned, which guided the development of the new approach.

Highlights of the approach included:

- The chair and ALO divided the accreditation Standards into nine themed areas and created a team to work on each one. This was done in order to reduce redundancy and to better align team members’ expertise to their assignments.
- Each team consisted of a lead, one or two writers, an administrator assigned to support the team, and a complement of members and subject matter experts. Leads were responsible for organizing the work of the team and communicating with the chair. Writers collected the evidence gathered by team members and drafted the initial response to the standards. The administrative support person helped in locating and prioritizing evidence, in addition to communicating recommendations to Cabinet on how the College could better align with the Standards.
- Each Friday of the 2016-2017 academic year, open meeting times were established to work on accreditation, discuss ACCJC Standards and Policies, and exchange ideas. These were coordinated and led by the ISER Chair and ALO.
- Time was set aside for accreditation among the scheduled Convocation Week activities during the past two academic years. These times were used for directed work on aspects of the self-study rather than on presentations. The goal was to keep the campus engaged and active rather than passively listening.
- A College Conversation was held in the One Stop Center in December 2017. Teams were stationed at tables and the campus community had the opportunity to read their evidence lists and provided input and additional evidence of examples.
- Teams completed their work by December 2017, at which point the responses to the Standards were edited by the chair and the ALO. The edited draft was presented for comment by the campus, and teams met again in spring 2018 to review the edits and give their approval to the draft.

The University of Hawai‘i Community College System selected a writer for Standards IV.C and IV.D, since this information is nearly identical for all of the colleges within the System. Self-study chairs and ALOs from all of the colleges, including Kaua‘i CC, provided feedback to this writer throughout the drafting process for these standards. These standards have been revised and edited by the chair and ALO for style and perspective.

Team Assignments and Leadership Roles

Team	Lead	Writer	Administrator	STDS
Distance Learning	Peggy Lake (Faculty-OCET Coordinator)	Julia Morgan (Faculty-Philosophy)	Colleen Ka'imina'auao Valerie Barko (Director of IE and University Center)	I.C.7; II.A.7; support to II.B.1, II.C.1
Governance	Anne McKenna (Faculty-Librarian)	Mary Alexander (Faculty-English)	Helen Cox (Chancellor)	IV.A; IV.B
Planning Cycle	Gordon Talbo (Faculty-Automotive Technology)	Ann Kennedy (Faculty-Accounting) Victoria Mathis (Faculty-Medical Assisting)	Helen Cox (Chancellor)	I.A; I.B; I.C: 3, 5, 13, 14; II.A: 3, 16 III.A: 7, 9,13; IV.A.1, 6
Student Support	Wade Tanaka (Faculty-Academic Advisor)	Lahea Salazar (Staff-Ed Specialist, Wai'ale'ale Project)	Isaiah Ka'auwai Margaret Sanchez (VC for Student Affairs)	II.B, II.C; support to III.D.15
Information Dissemination	Erin Millard (Faculty-Mathematics)	Ryan Girard (Faculty-Mathematics)	Colleen Ka'imina'auao Valerie Barko (Director of IE and University Center)	I.C: 1, 2, 4, 6, 8, 12; II.C.8; III.D.3
Fiscal Health	Brandon Shimokawa (VC for Admin Services)	Stephen Taylor (Faculty-Natural Science)	Brandon Shimokawa (VC for Admin Services)	III.D
Teaching and Learning	Jeff Mexia (Faculty-English and PD Coordinator)	Eric San George (Faculty-English)	James Dire (VC for Academic Affairs)	I.C.9, 11; II.A; III.A.6
Facilities and Infrastructure	Calvin Shirai (Director of OCET)	Cheryl Stiglmeier (Faculty-OCET Coordinator)	Brandon Shimokawa (VC for Admin Services)	III.B; III.C
Human Resources and Professional Development	Sandra Magnussen (Faculty-Career Counseling)	Georgeanne Purvinis (Faculty-Electronics Technology)	Brandon Shimokawa (VC for Admin Services)	III.A: 2, 3, 4, 5, 8; III.C.4

Self-Study Timeline

Fall 2016

Dec 2: 2:00 pm - 3:30 Core group meets
Dec 9: 2:00 pm - 3:30 pm College Conversation in One Stop Center –
update campus on progress, and gather feedback and input
Late Dec: Identify all gap areas for action team work
Dec/Jan: Begin writing draft

Spring 2017

Jan 6: Convocation - update on progress and working session
Late Feb: Skeleton draft complete
April: ACCJC Conference – Chair, ALO, and Institutional Researcher attended
May: Identify QFE topics and complete rough draft

Fall 2017

Aug: Convocation - update on progress
Convocation Week: Team Meetings with Campus
Aug–Sept: Evidence Meetings with Leads
Sept: Writers' Meetings (writers attend at least one)
Oct: Leads Meet for Progress Report
Oct 27: College Conversation: Thinking about QFE
Nov 17: Leads Meet for Progress Report
Dec 1: Team Draft of Self-Evaluation Report (with citations) Due
Dec: Chair assembles work into a single document

Spring 2018

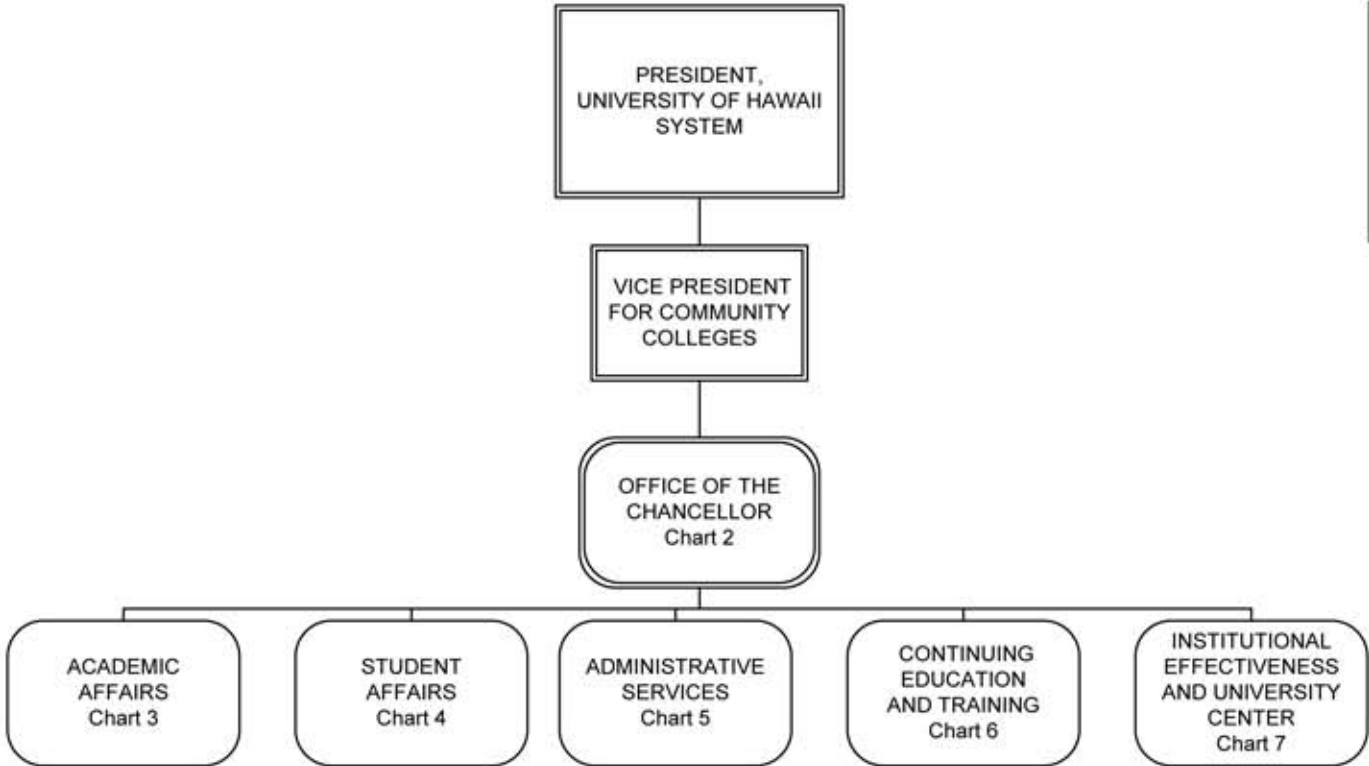
Jan: Convocation - update on progress
Jan 12: College Conversation: Choosing two QFE topics
Jan-Feb 28: College-wide commenting on draft
Mar–May 10: Editing and evidence linking
May: Newspaper Article by ALO mentions opportunity for 3rd Party Comments
May 11: Final Draft submitted to UHCC office and Board of Regents
May 18: Chancellor and ALO present to Board of Regents Committee

Fall 2018

Aug: Convocation: Brief on site visit
Aug: Meet with Student Government to discuss site visit
Aug: Add link to 3rd Party Comments on homepage and advertise in newspaper
Sep: College Conversation: Prep for site visit
Oct: 15-18 ACCJC Site Visit

D. Organizational Charts

CHART UPDATED
DATE: Dec. 20, 2017

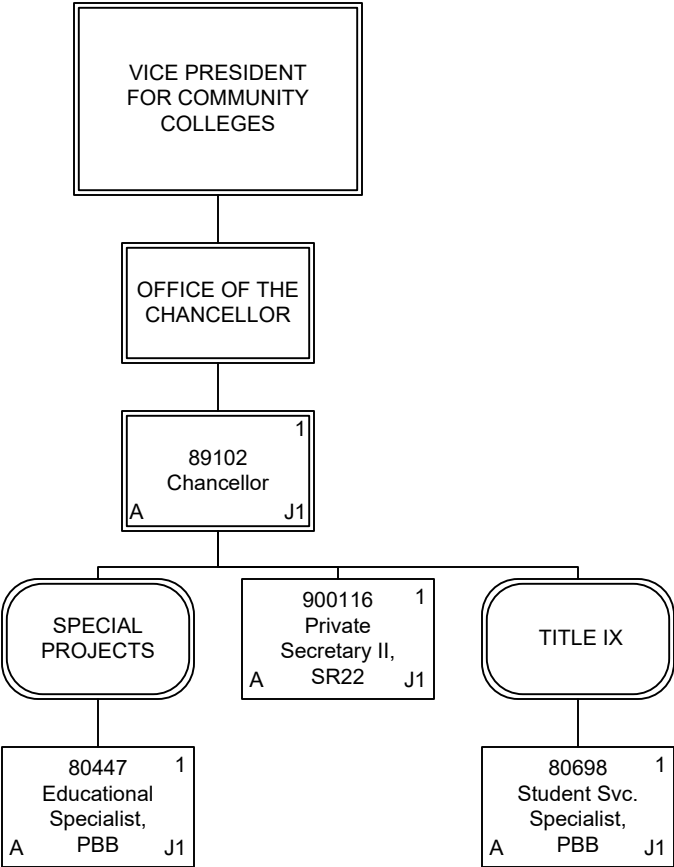


STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

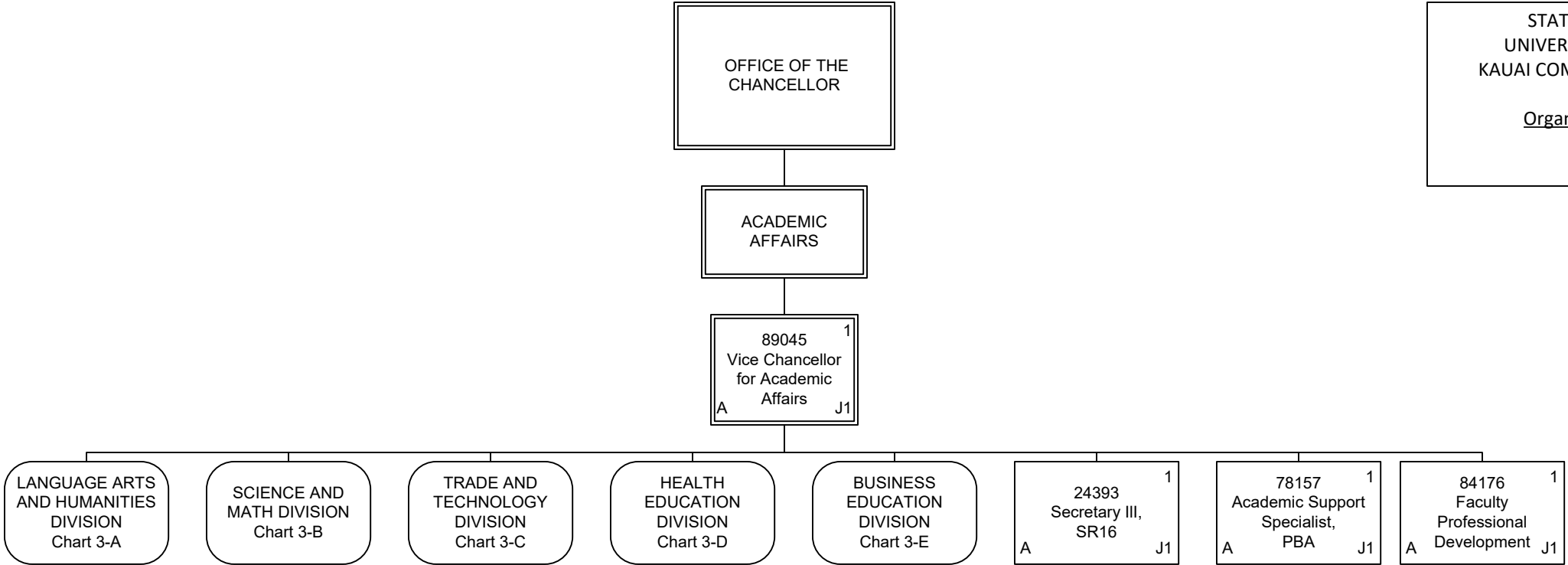
Organization Chart

Chart 1

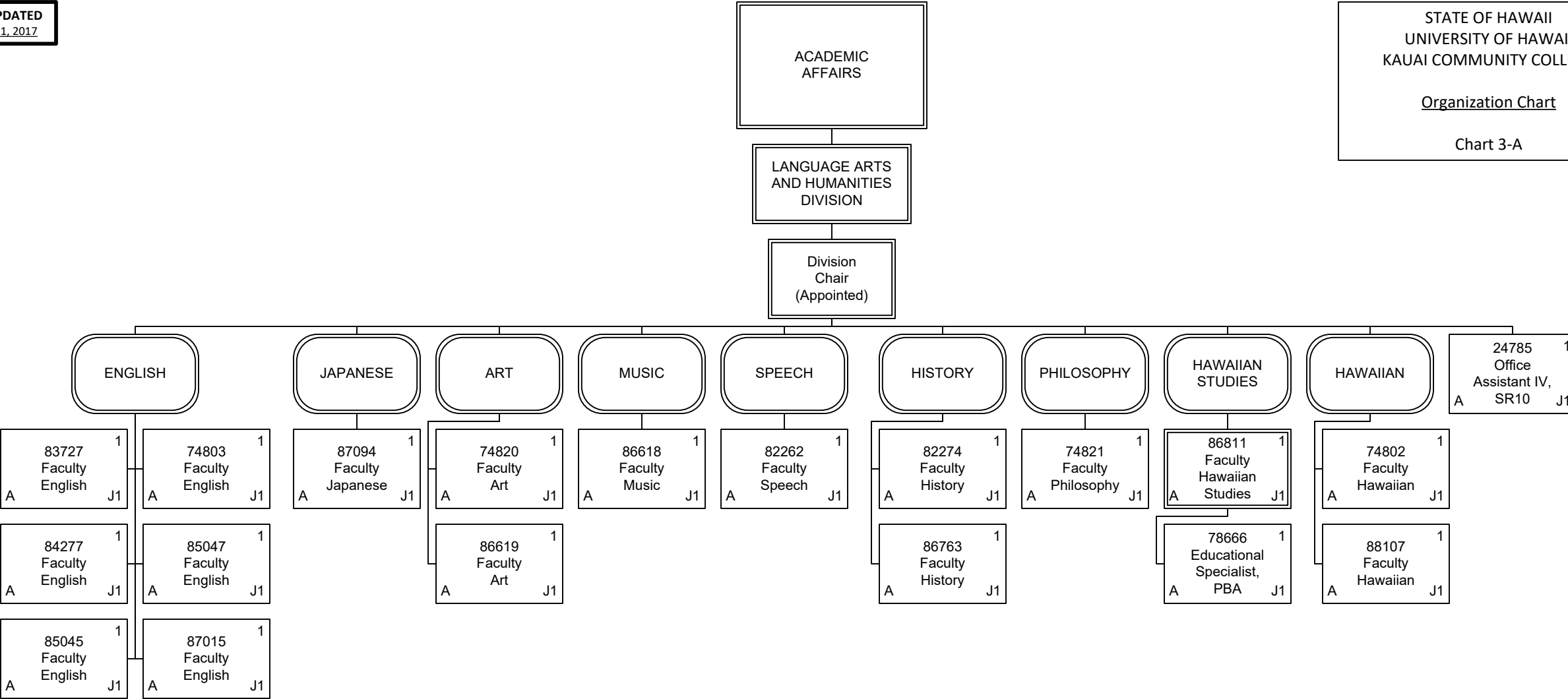
Permanent	170.00
General Fund	169.00
Special Fund	1.00
Temporary	1.00
General Fund	1.00
Grand Total	171.00



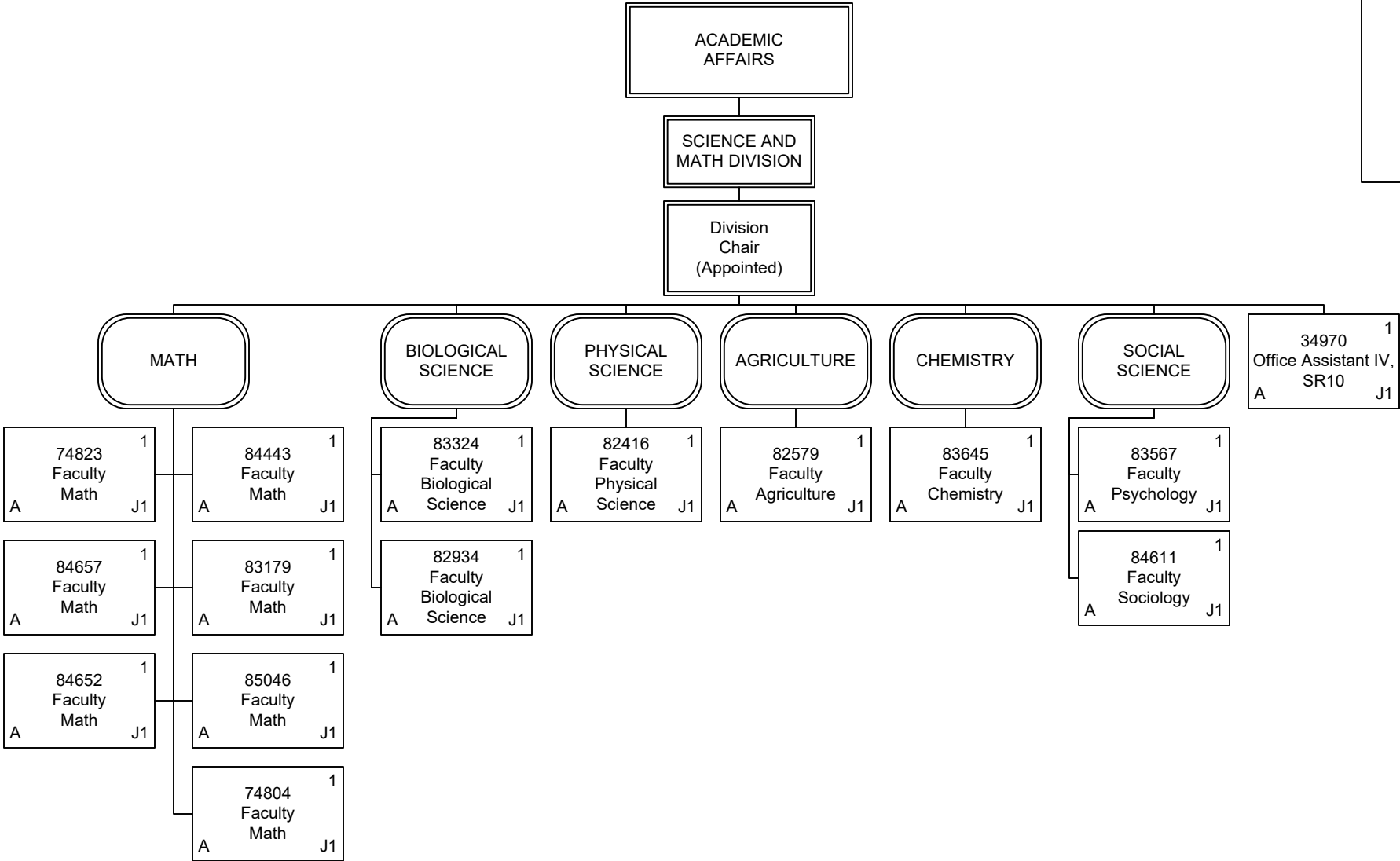
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Grand Total	4.00



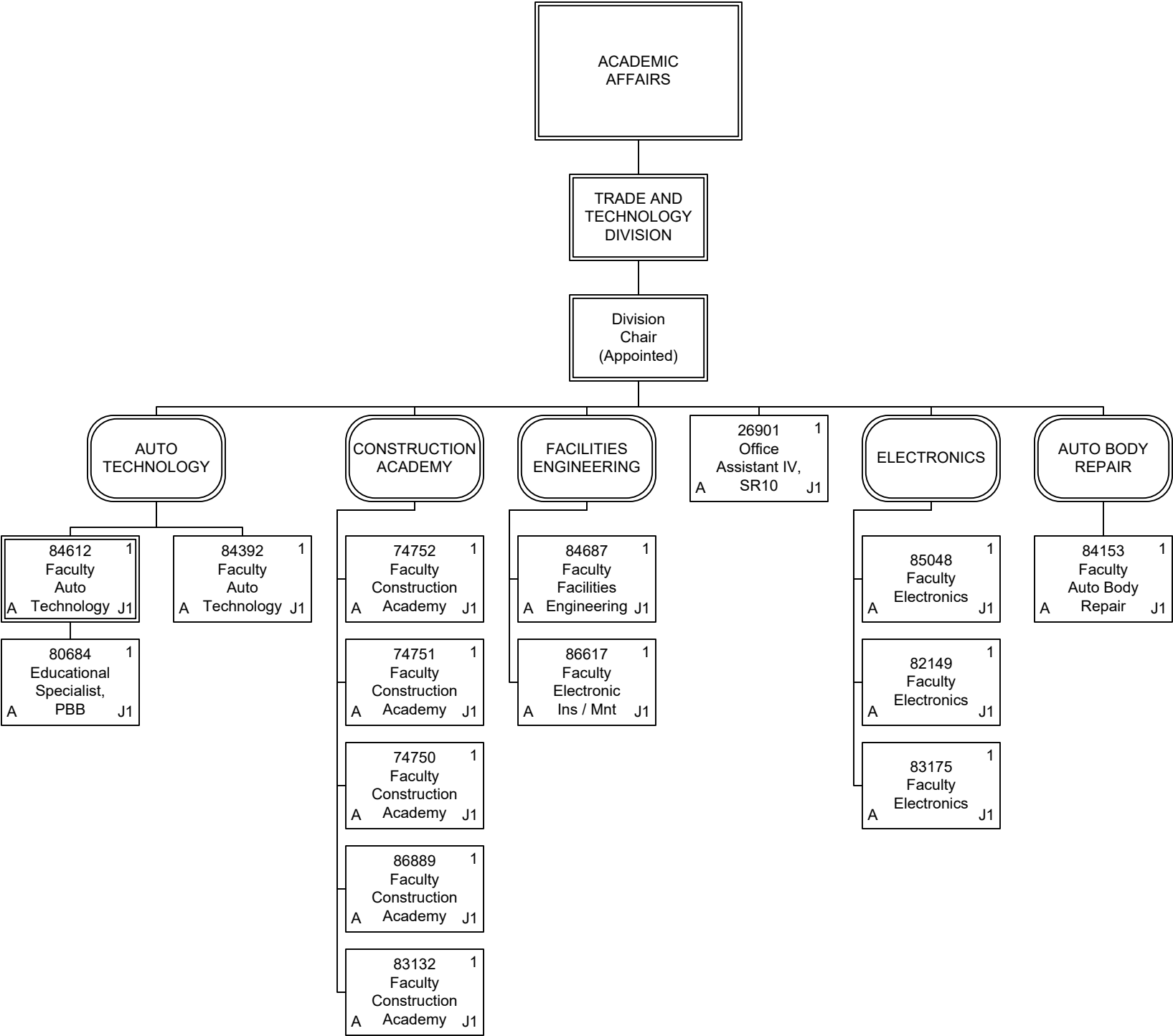
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Grand Total	4.00



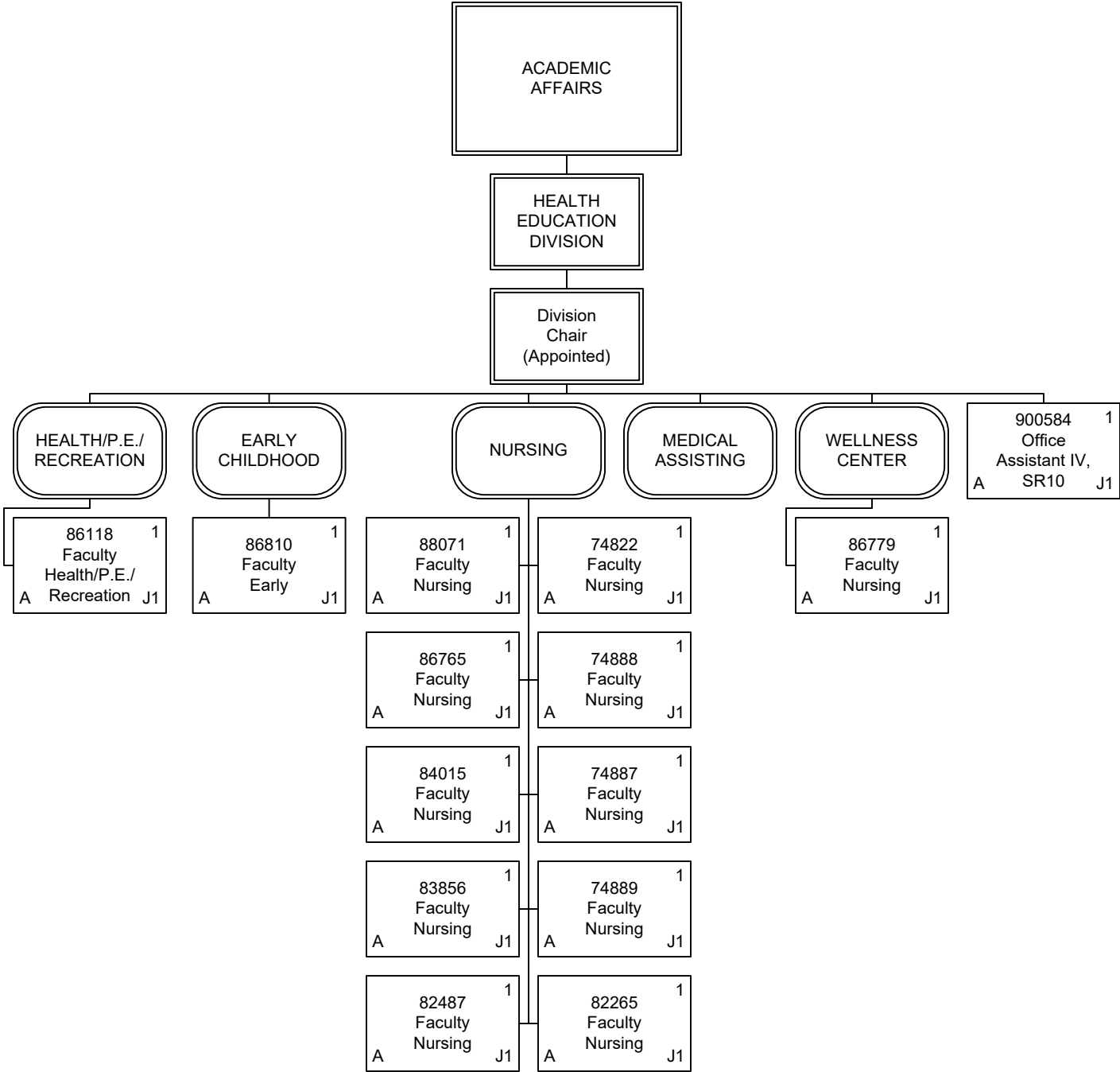
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General Fund	19.00
Grand Total	19.00



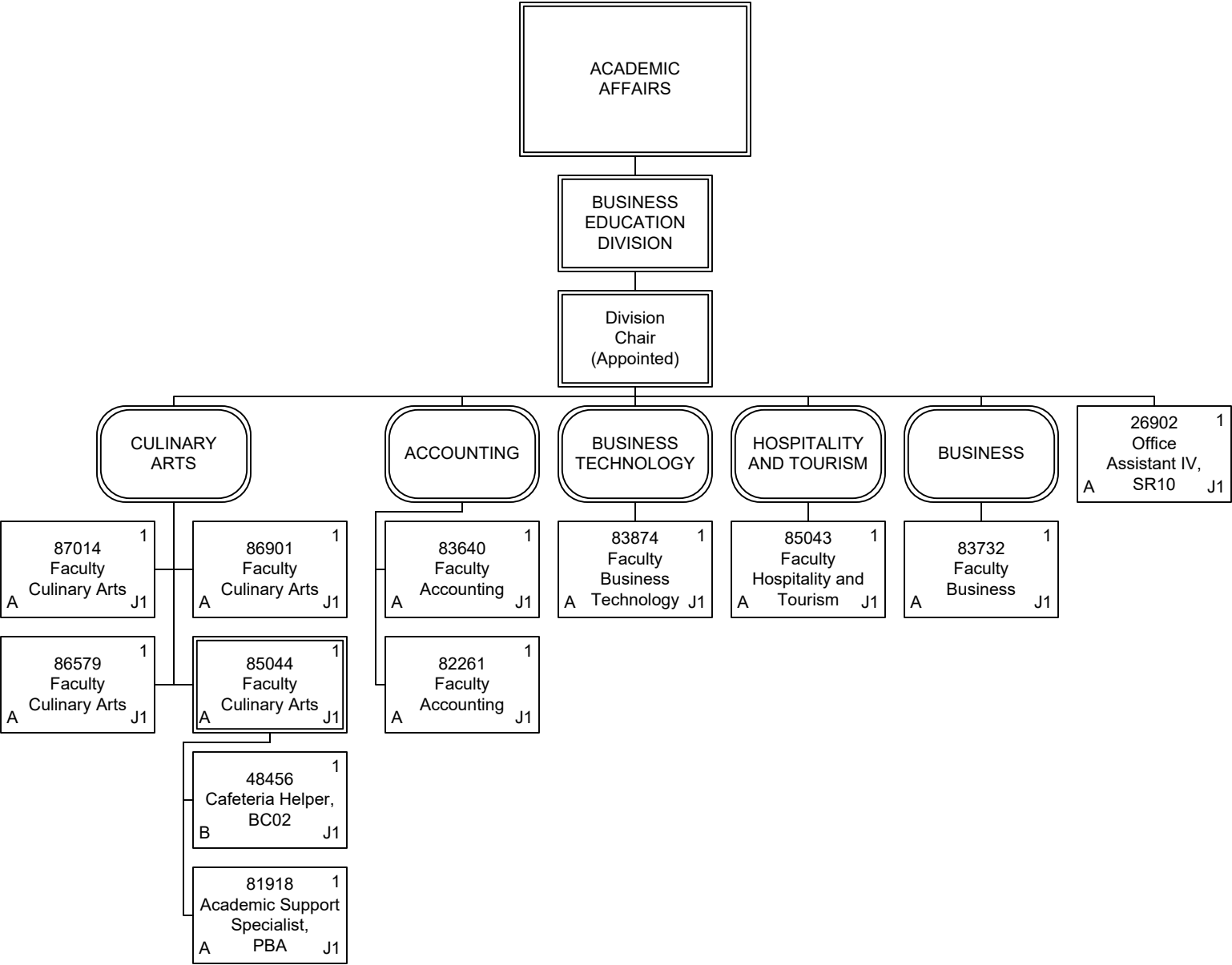
Permanent	15.00
General Fund	15.00
Grand Total	15.00



Permanent	15.00
General Fund	15.00
Grand Total	15.00



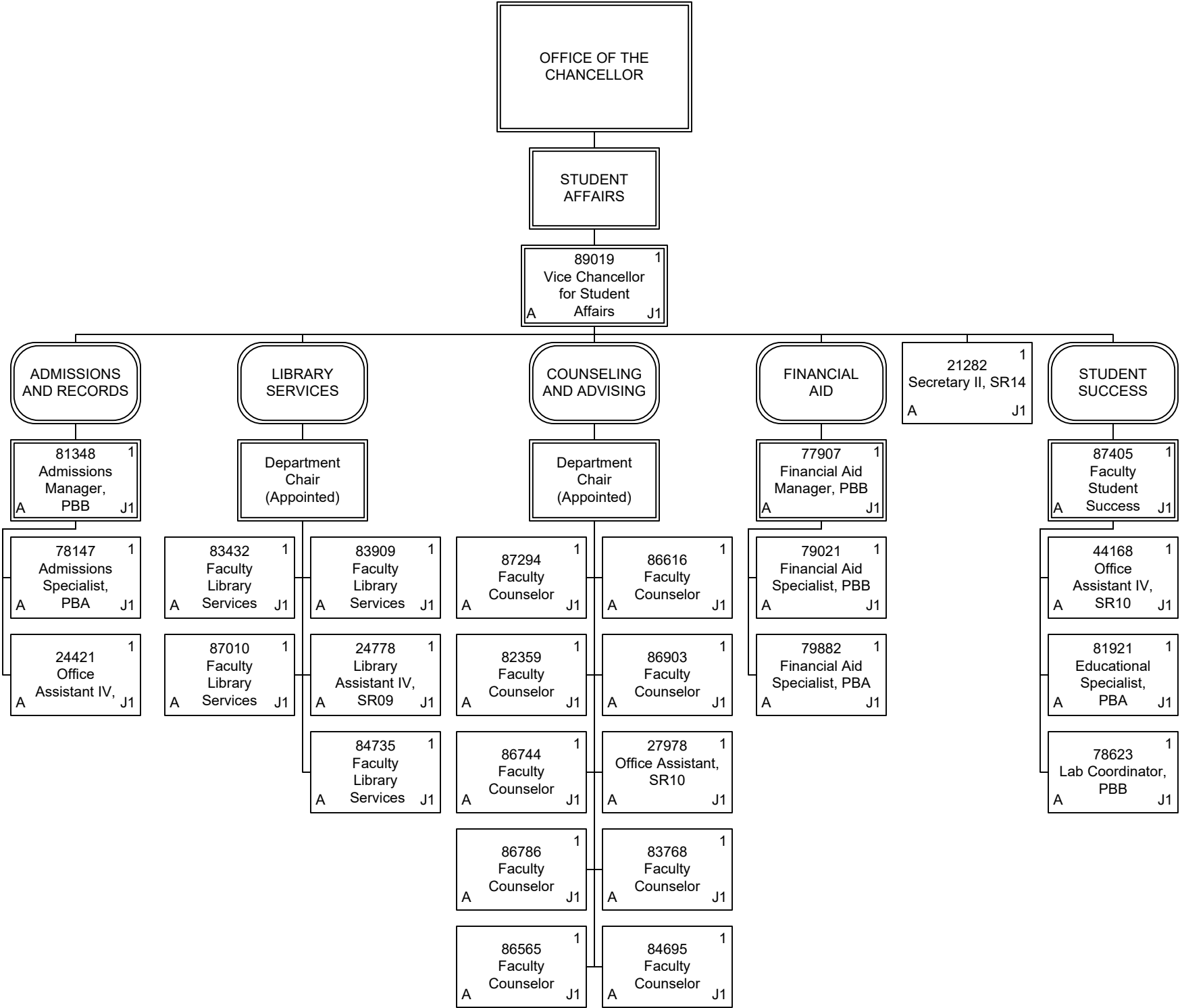
Permanent	14.00
General Fund	14.00
Grand Total	14.00



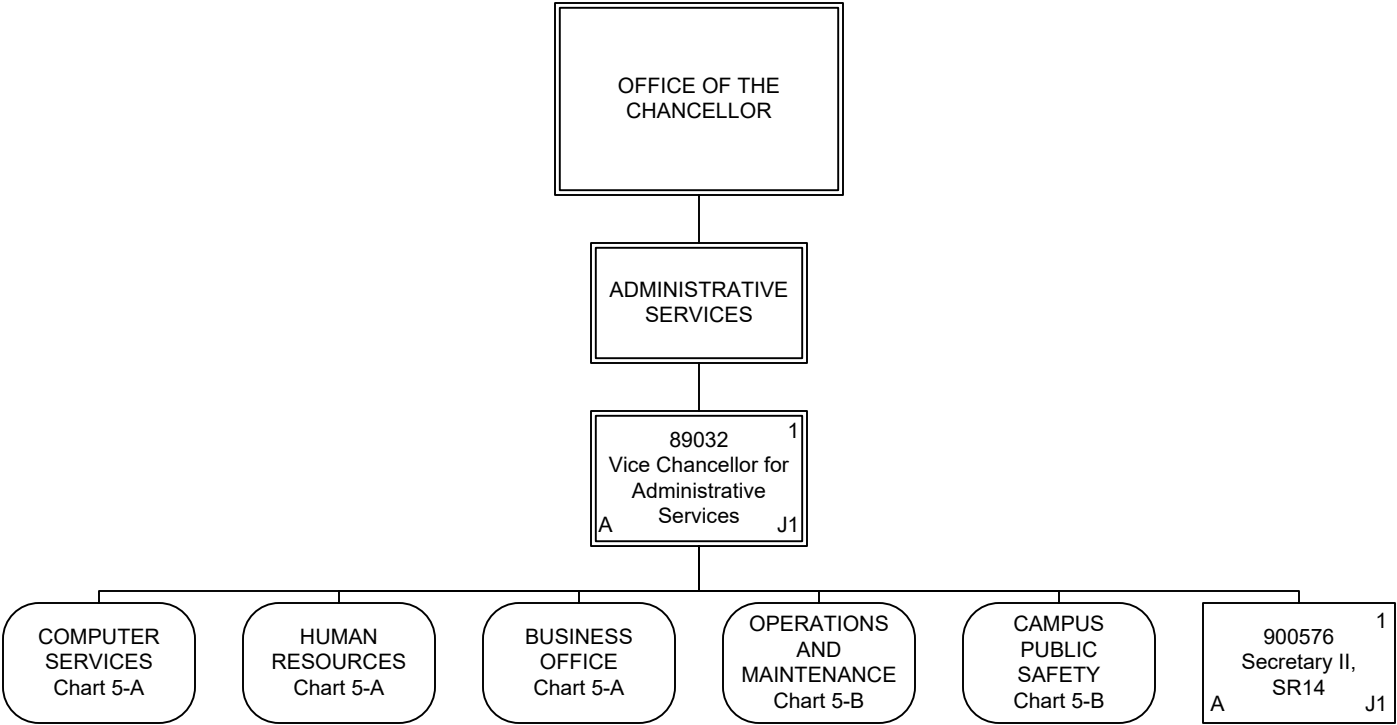
Permanent	12.00
General Fund	11.00
Special Fund	1.00
Grand Total	12.00

Organization Chart

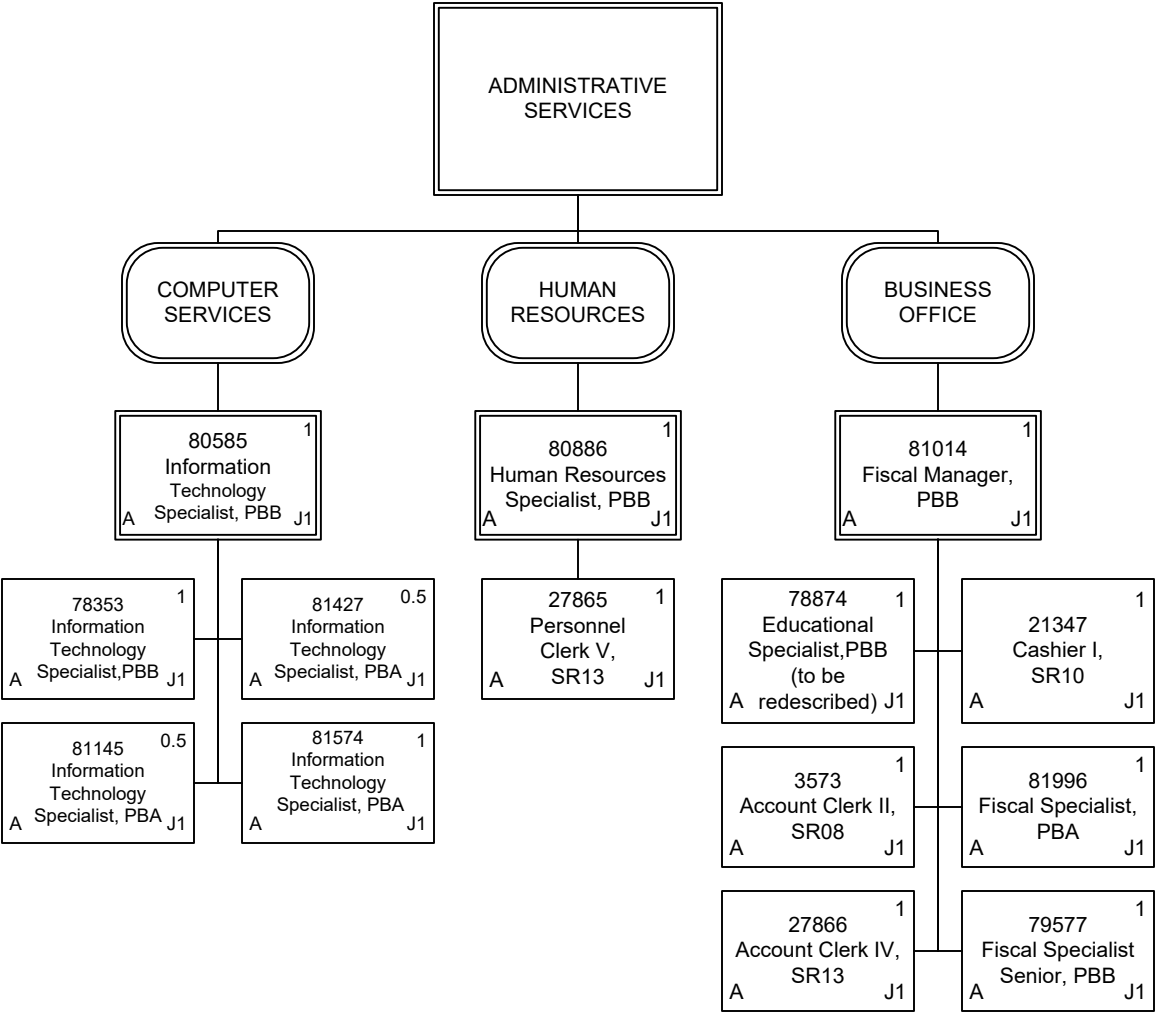
Chart 4



Permanent	27.00
General Fund	27.00
Grand Total	27.00



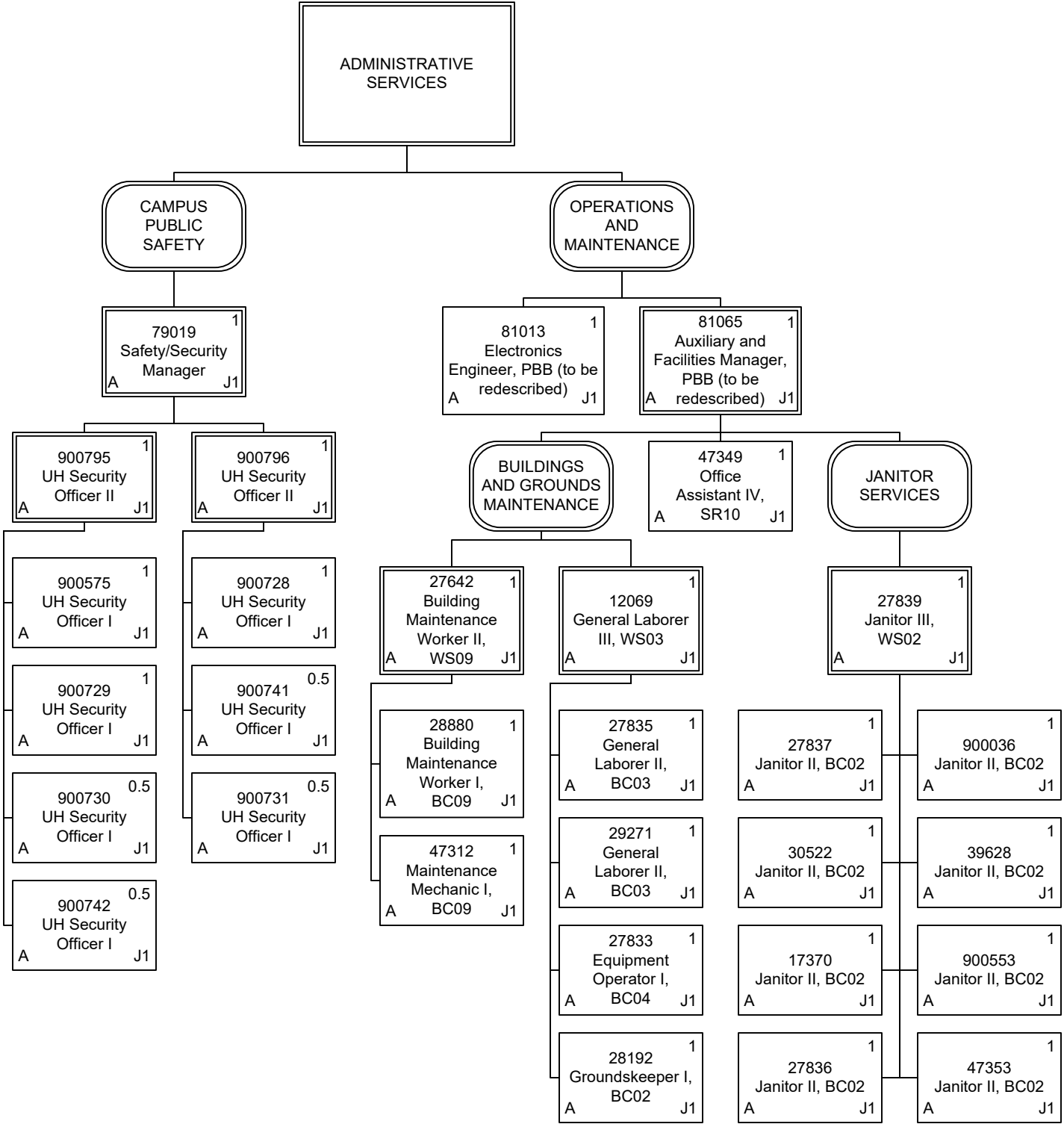
Permanent	2.00
General Fund	2.00
Grand Total	2.00



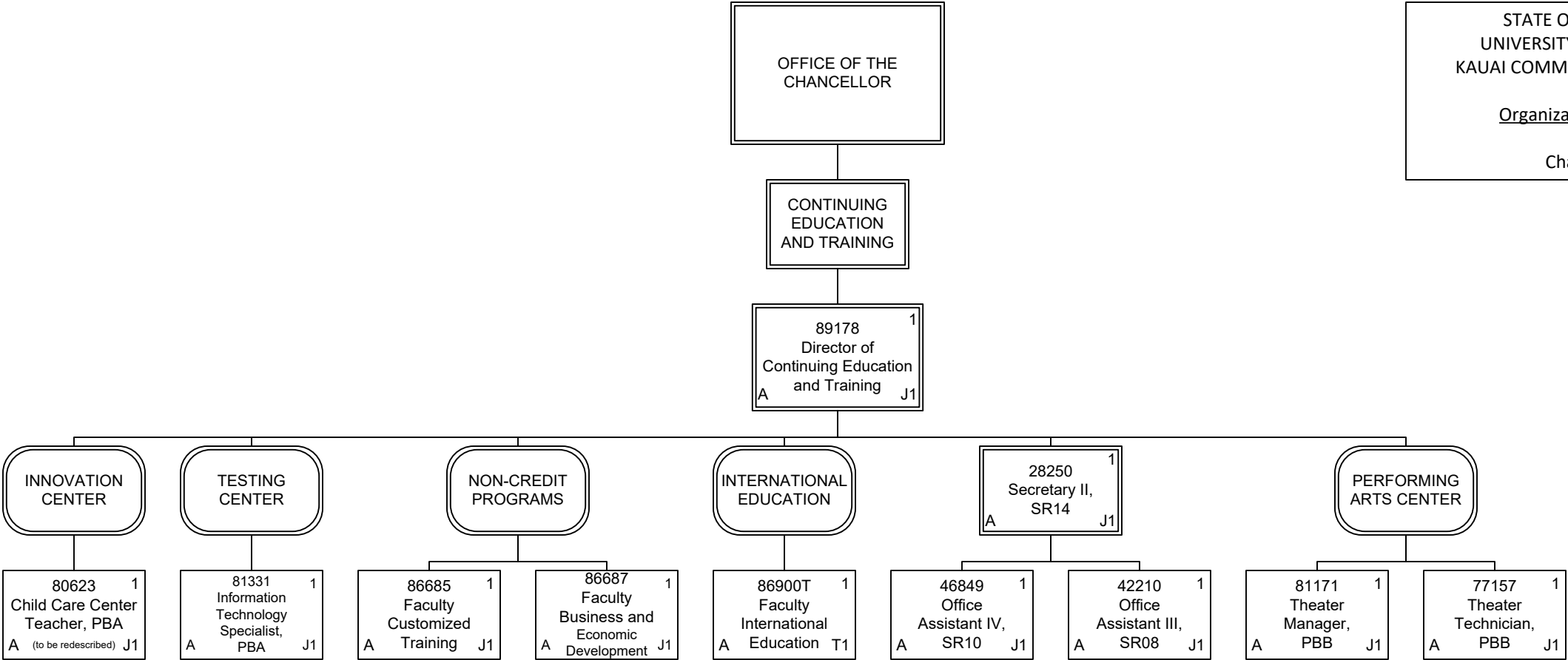
Permanent	13.00
General Fund	13.00
Grand Total	13.00

Organization Chart

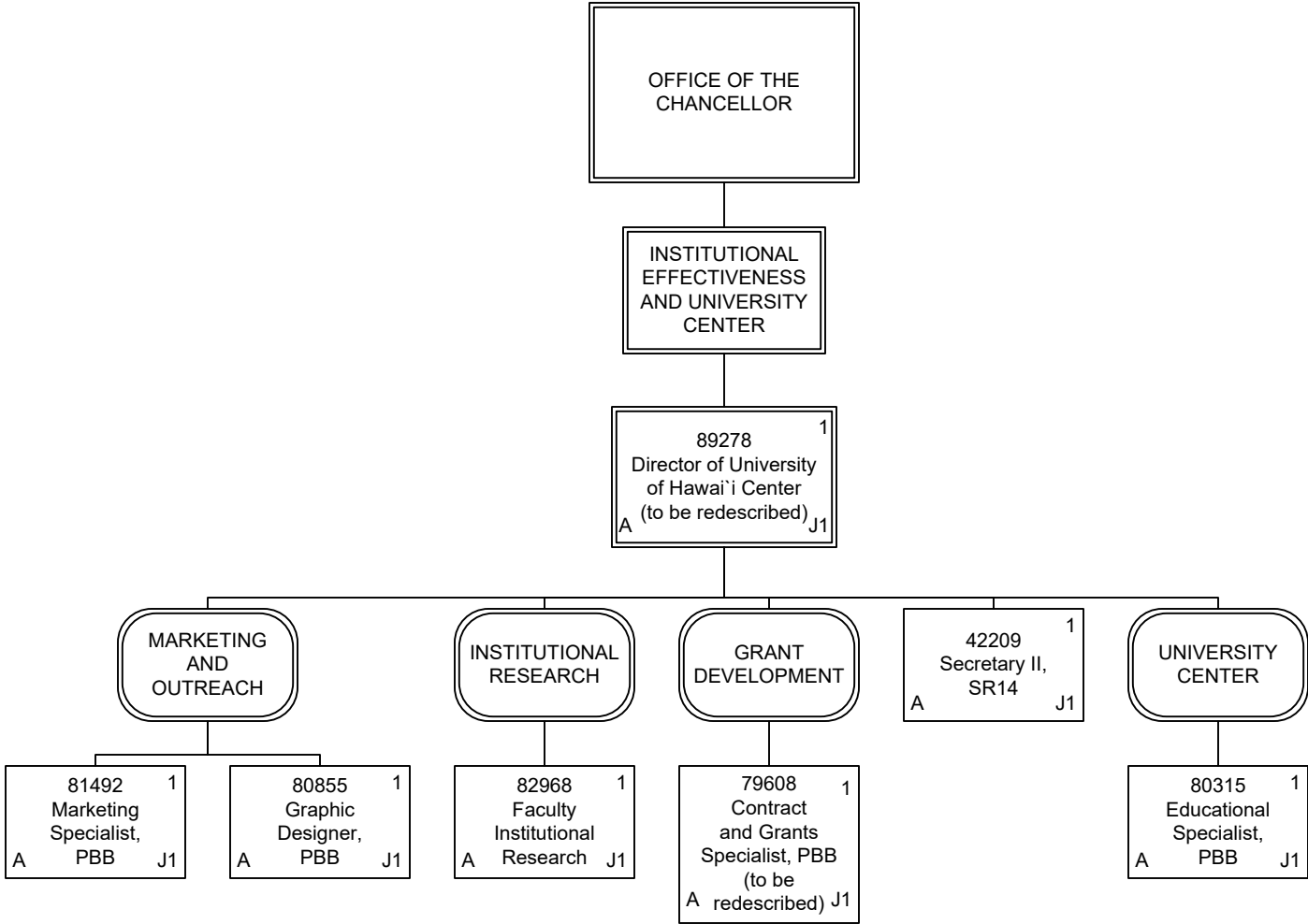
Chart 5-B



Permanent	28.00
General Fund	28.00
Grand Total	28.00



Permanent	10.00
General Fund	10.00
Temporary	1.00
General Fund	1.00
Grand Total	11.00



Permanent	7.00
General Fund	7.00
Grand Total	7.00

E. Certification of Continued Institutional Compliance with Eligibility Requirements

Kaua'i Community College began in 1926 as Kalaheo Vocational School. Governor John A. Burns signed the Hawai'i Community College Act into law on April 23, 1964 through Act 39, which directed the University of Hawai'i Board of Regents to develop and administer a University of Hawai'i system of community colleges. The signing of Act 34 transferred Honolulu, Kapi'olani, Kaua'i and Maui technical schools from the State Department of Education to the University of Hawai'i. The actual transfer took place in 1965. On July 1, 1966, the technical schools were renamed Kapi'olani Community College, Honolulu Community College, Kaua'i Community College and Maui Community College. The history of the beginning of the community college system is documented on the UHCC website and Act 39 was codified into law under Hawai'i Revised Statutes §304A-1101.

Operational Status

Kaua'i Community College is fully operational and has served an average of over 1,750 students each year since our last accreditation self-study. A majority of these students have been or are pursuing a degree or certificate.

Degrees

All of the College's credit offerings are required courses, distribution requirements, or elective courses for the degree and certificate programs it offers in 20 areas. In fall 2017, 45% of students had declared a major in the Liberal Arts transfer A.A. degree program, and 30% had declared a major in a career and technical education program (see degree enrollments section on p. 13). The remaining students are unclassified, but 32% of them are enrolled in Early College. Moreover, many of the unclassified students are residents taking advantage of cultural offerings for personal development, such as our performance music courses, ceramics, art or carpentry. All degree programs are listed in the College Catalog.

Chief Executive Officer

UH System Policy 1.102 stipulates that the Chancellor of each college in the UH System has the responsibility for administration and operation of the College, including financial oversight. The Chancellor is appointed by the University of Hawai'i Board of Regents with full-time responsibility to the College and has the requisite authority to administer board policies developed to ensure the quality and effectiveness of the institution. As chief executive officer for the College, the Chancellor reports to the University of Hawai'i Vice President for the Community Colleges. The Chancellor of the College has responsibility and authority for the day-to-day management of the institution and implementation of board policies. Neither the President of the UH System nor any Chancellor of an individual campus

within the System may serve on the Board of Regents. Dr. Helen A. Cox has served as Chancellor since her appointment in August 2008.

Financial Accountability

The University of Hawai‘i’s consolidated financial statements are prepared in accordance with Government Accounting Standards Board (GASB) principles, which establish standards for external financial reporting for public colleges and universities. EP 8.204, University Audit, governs financial auditing within the University. The UH System undergoes an annual audit by an external auditor. Audit reports are posted on the University of Hawai‘i Financial Reporting website. This financial audit includes the annual A-133 audit required by the federal government.

F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Policy on Rights and Responsibilities of the Commission and Member Institutions

The College participates in the development of the Eligibility Requirements, Accreditation Standards, and Commission policies and in the Commission’s periodic reviews both through its representation on the Accrediting Commission via the UHCC System and by sharing announcements and opportunities for feedback related to the ACCJC by the Chancellor and the ALO.

The ALO coordinates accreditation activities at the College, except when the College is preparing a self-evaluation for submittal to the ACCJC. Generally, the process of preparing the self-evaluation begins two years before it must be submitted, and the first step is for the Chancellor to select one or more self-evaluation chairs. The chair(s) are tasked with organizing the self-evaluation process to produce an accurate report based on broad participation across the College. The chair(s) are supported in this task by the ALO. For more information about the current self-evaluation process, see the Organization of the Self-Evaluation Process Section (p. 17).

The College posts all reports, records, and correspondence related to its accreditation by ACCJC on its accreditation webpage. This page is located one click away from the College homepage. The accreditation page also includes a link to the ACCJC’s form for third party comment.

The College maintains hard-copy records concerning student grievances in different locations, depending on the nature of the grievance. If the grievance is non-academic, the file is maintained with the Office of Student Affairs. If the grievance is academic, the file is maintained with the Office of Academic Affairs. If the grievance warrants a Title IX or discrimination investigation, those records are maintained electronically at the UHCC System

Office. The Office of Student Affairs is currently in the process of purchasing a commercially available product, Maxient, to electronically maintain conduct records.

Policy on Institutional Degrees and Credits

The College follows UHCCP 5.228 which defines the credit hour as follows:

A. A credit hour is an amount of work represented in intended student learning outcomes and verified by evidence of student achievement. Reasonably approximates but is not less than:

1. Fifty minutes to one hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time.

OR

2. At least an equivalent amount of work for other academic activities such as distance education instruction (instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor), laboratory work, internships, practical, studio work and other work that earns academic credit.

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

This definition of credit hour is consistent with the common notion of Carnegie Unit or Carnegie Credit in higher education in the United States, and complies with the federal [34 CFR 600.2](#) definition.

By College policy (KCCP 4-15), credit is awarded based on faculty-established student learning outcomes.

UHCCP 5.203 requires that all associates degree programs consist of at least 60 credit hours of coursework. Additionally, certificate of achievement programs must consist of at least 24 credit hours. The College does not offer any clock hour courses or programs. See Standards II.A.5 and II.A.9 for more detail.

Policy on Transfer of Credit

The College's transfer of credit policies are clearly stated in the College Catalog and on the College's website. The College requires that transfer courses come from an accredited institution and that students submit official transcripts from the originating institution. The transfer of credit is done manually by the Admissions and Records office. The College does not utilize electronic transfer of credit processes.

In many cases, transfer and articulation agreements have already been determined for students' transfer courses, especially those from other UH institutions. The UH System maintains a transfer database that shows information for previously agreed-upon transfer and articulation agreements both within the System and with some common partner institutions. The information in this database is updated every 24 hours.

When students apply for transfer credit for courses that are not covered by prior agreements, the Admissions and Records office contacts faculty members in the course discipline to determine whether or not the course is substantially similar to a course offered by the College or meets the College's standards for elective credit(s) to be awarded. Generally, the College does not award program credit unless a transfer course is accepted as being substantially similar to a course in the program. The exception is for electives, which are accepted based on whether the course, as judged by the discipline faculty reviewer, meets the standard of college-level, based on its content and level of rigor.

Students are advised about transfer at new student orientation and at the mandatory counseling and advising session prior to enrolling in courses for the first time. Additionally, information on transfer is available on the College's website and in its College Catalog.

The UH and UHCC Systems have ongoing dialog about the transfer of students. There are several policies and programs that are used to smooth the transfer process for students, while maintaining standards of content and rigor throughout the System. See Standard II.A.10 for more details.

Policy on Distance Education and Correspondence Education

The Kaua'i Community College Distance Education Handbook (KCCDEH) and UH EP 5.204 (Distance and Online Learning) states how distance education (DE) is defined and how courses are classified. The KCCDEH states the two types of distance education courses that require an instructor certification; fully online courses and hybrid courses.

Through the joint effort of the Office of the Vice Chancellor for Academic Affairs (OVCAA), the Distance Learning Committee, the Professional Development Coordinator,

academic division chairs, and program coordinators there is an accurate and consistent application of the DE policies, procedures, and best practices.

The handbook, along with the instructor certification and evaluation processes, outline best practices for DE and ensures that faculty who are teaching or planning to teach online are providing substantive interaction with their students. Faculty are required to post a welcome announcement and check-in assignment by midnight of the first day of instruction. Both are designed to encourage student engagement during the early stages of a class and also to inform faculty of students who may need intervention.

The Distance Learning Teaching Certification process is outlined in the handbook and requires that all certified instructors read and review the “Before You Teach Online” packet provided by the Professional Development Coordinator; complete the Distance Education Certification Application; review the Professional Development Coordinator’s recommendation(s); and complete any follow-up activities. Once a faculty member is certified, he or she must have his or her first distance course taught at the College evaluated by an approved evaluator and receive a rating of “Satisfactory” or better; have at least one distance course evaluated every two academic years by an approved peer evaluator and receive a rating of “Satisfactory” or better; and participate in one DE-related professional development activity per academic year.

Students enrolled in DE courses are encouraged to attend a face-to-face or online orientation. Faculty are also encouraged to provide students with instructions on accessing course materials and navigating the course site as well as providing links to online tutorials, FAQs, and contact information for any service used in a class.

To verify the identity of any student who participates in DE, instructors are required to have their students log-in to UH’s single-sign-on system (which is typically done by having students log-in to Lulima or Google Classroom) to access course material. Additionally, faculty are encouraged to incorporate at least one proctored face-to-face activity at one of the campus testing centers available throughout the state.

The College and UH’s technology infrastructure is sufficient to sustain distance education. UH’s Information Technology Services provides the overall network infrastructure and the College’s Computer Services (CS) unit provides access to this infrastructure by providing faculty and students access to wired and wireless local-area network (LAN). CS also provides faculty and staff with desktop computers (and some laptops) with wired LAN connections for day-to-day use. This technology infrastructure also provides DE faculty reliable and sufficient network bandwidth to conduct their courses without major interruption or downtime.

In summary, the KCC Distance Education Handbook and EP 2.204 provide guidelines and policies to shape distance education at KCC. Currently, the institution does not offer correspondence education.

Policy on Representation of Accredited Status

The College provides the required information about its accreditation status on a webpage that can be reached in one click from the College homepage. The required statement from section C of this policy is included, and no other statement about the institution's accredited status is given. This webpage also contains information on programmatic accreditation for the College's four externally accredited programs.

Policy on Student and Public Complaints against Institutions

The College has student grievance policies and procedures for both academic and non-academic grievances, as outlined in Standard I.C.8. These are published in the College Catalog and on the College's website. The policies are reasonable, seeking for the grievance to be resolved amicably among the involved parties first. If that is not possible, the student may bring the grievance to progressively higher levels of the institution. When necessary, the College convenes a review panel of appropriate composition (students, employees, and administrators) to hear all sides of the case and recommend a resolution. If the grievance warrants a Title IX or discrimination investigation, the UH Systemwide policies, EP 1.204 or EP 1.202 are adhered to, respectively.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

All advertisements, publications, and recruitments activities of the College are focused on its educational programs and services. The College strives to represent itself clearly and accurately in all communications to the public. To that end, the College has an Enrollment and Marketing Specialist and a Webmaster who review public-facing information about the College.

The College Catalog is updated annually and contains all of the information required by this policy. Page number references for the required elements can be found in Standard I.C.2, addressing ER 20, with the exception of "Faculty with degrees held and the conferring institution," which may be found on p. 181-184 of the 2018-2019 catalog. Although not required by this policy, information on degrees held by staff and administrators is also included on these pages. Where programs lead to licensure examinations for employment in the field, the Catalog refers to these requirements. This applies only to the Practical Nursing and Nursing programs, which both lead to licensure exams for a student to be employed as a licensed practical nurse (LPN) or registered nurse (RN), respectively.

Regarding student recruitment, the College does not take part in any of the "practices to avoid" listed in this policy. Students are recruited by the Marketing and Outreach

Specialist or by trained academic advisors, generally as part of site visits to the three main public high schools on the island.

The College only offers scholarships based on specific criteria related to merit or financial need.

The College accurately depicts its accredited status in all communications, including on its website and in its Catalog.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College contracts with non-regionally accredited organizations for several minor services including a 24/7 tutoring service to supplement on-site tutoring services, some library databases and modules, and some facilities services. The College evaluates these services and assumes the responsibility for their quality. See Standard III for more information. Vital core operations are offered by the College itself, including instruction of all credit courses, admissions and records, financial aid, and student counseling and advising.

UH EP 8.200 (Policy on Contracts and Signing Authority) follows the ACCJC Guidelines for Good Practice in Contracting with Non-Regionally Accredited Organizations as outlined in the ACCJC's Policy on Contractual Relationships with Non-Regionally Accredited Organizations. The College has developed a Contract Review Form to ensure that contracts are reviewed for alignment with the College's mission and goals by relevant stakeholders and administrators. The Chancellor has the sole authority to enter into certain external contracts and agreements on behalf of the College and will do so only upon the proper completion of the Contract Review Form. See Standard III.D.16 for details and for some additional examples of the College's contractual agreements.

Policy on Institutional Compliance with Title IV

The College monitors student loan default rates annually by a three-year cohort.

Cohort	Default Rate (by 3rd year)
2010	12.1%
2011	21.2%
2012	25.9%
2013	26.5%
2014	17.0%
2015 (Draft)	21.8%

The Financial Aid Office took actions to reduce default rates after two consecutive years of exceeding a 25% default rate. See Standard III.D.15 for more information. In 2016, the Financial Aid Office responded to a UH System audit finding of two minor compliance issues related to Title IV, and the external auditor found the resulting corrective actions taken by the College to have adequately resolved the issues. The response to the finding was accepted as a viable resolution by the external auditor. See Standard III.D.8 for more information on this audit finding and the College's response.

Within the current accreditation cycle, the College has not had any negative action taken by the U.S. Department of Education regarding its compliance with Title IV requirements.

Evidence

- A.1 UH Sustainability Policy
- A.2 KCC Sustainability Plan
- A.3 Kaua'i CEDS Plan (2016-2020)
- A.4 Kaua'i County General Plan (2017)
- C.1 Results from 2012 Reaffirmation of Accreditation Process Survey
- E.1 Hawai'i Revised Statutes §304A-1101
- E.2 UHCC Website with History of the System (Screenshot)
- E.3 Student Enrollment by Award Type
- E.4 College Catalog
- E.5 EP 8.204 University Audit Policy
- E.6 UH Financial Reporting Website (Screenshot)
- E.7 UH Executive Policy 1.102
- F.1 EP 1.204 Interim Policy on Title
- F.2 EP 1.202 Statement on Non-discrimination
- F.3 UHCCP 5.288 Credit Hour Definition
- F.4 34 CFR 600.2
- F.5 KCCP 4-15 Awarding Credit
- F.6 UHCCP 5.203 Associate Degree Program Length
- F.7 Transfer Database Website (Screenshot)
- F.8 EP 5.204 Distance and Online Learning Policy
- F.9 KCC Distance Education Handbook
- F.10 KCCP 5-3 Academic Grievance Policy
- F.11 KCCP 5-6 Non-Academic Grievance Policy
- F.12 EP 8.200 Contracts and Signing Authority Policy

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, 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

The Kaua'i Community College (KCC) mission serves our intended student population and demonstrates the College's commitment to student achievement by adhering to its mission when developing educational degrees and other credentials. The College's mission is broad and strives to "inspire, engage, and empower learners and educators to enrich our community and world." The mission is also presented in Hawaiian and refers to a Hawaiian proverb, to reflect the island's cultural heritage.

"Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world."

Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e
ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā
kānaka a'o aku a a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a
me ka honua.

**'O ke kahua ma mua, ma hope ke kūkulu.
First comes the foundation, then comes the building.
(‘Ōlelo No’eau, number 2459)**

Associated practices define the intended student population, types of degrees and other credentials, and commitment to student learning and achievement. Kaua'i Community College:

- Provides open access, affordable education;

- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.

Analysis and Evaluation

The College’s mission describes its broad educational purposes, whereas the associated practices describe the intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. The College serves its diverse student population by providing a variety of degrees, certificates, and academic pathways. In addition, the College serves its community by offering non-credit training and personal enrichment classes to residents and employees of the island.

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

Each year, the College reviews performance in meeting mission practices using quantitative and qualitative data. Areas reviewed include affordability, diversity, educational opportunities, workforce alignment, and innovative learning.

Mission Practice	Types of Data Examined
Provides open access, affordable education	Adheres to the community college philosophy of open access and affordability; tuition for AY 17-18 is \$126 per credit (residents) and \$248 per credit (nonresidents)
Welcomes and values diversity	No ethnic majority among students; student clubs support students of different backgrounds and ethnicities; Institutional Set Standard #3 (Native Hawaiian Degrees and Certificates Awarded); Institutional Set Standard #4 (Pell Recipient Certificate and Degrees Awarded)

Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning	Average credit class size is 14 students; continuing education class sizes average 10.6 over the last five years; international exchange programs for students; 44 distance learning courses (2016-2017); University Center supports 66 programs and certificates offered by UH universities via distance education; Institutional Set Standard #1 (Course Completion); Institutional Set Standard #2 (Degrees and Certificates Awarded)
Provides programs that address workforce and community needs	Offers 18 CTE programs and certificates; All CTE programs have an advisory board to help to identify community and career/labor market trends
Prepares and supports students individually and collectively to succeed in academic endeavors and engage in lifelong learning	Academic student clubs; two dedicated academic advisors for Liberal Arts transfer students; CTE advisors assigned to each CTE division; dedicated staff to provide individualized support to students pursuing distance education certificates or degrees through the University Center; Institutional Set Standard #5 (Transfers to Baccalaureate Institutions); Institutional Set Standard #6 (IPEDS Student Success Rate)
Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua'i	Thirty Hawaiian Studies AA degree majors in 2016-2017; Polynesian Voyaging Academic Subject Certificate; eight courses in Hawaiian language and 15 in Hawaiian studies; Sustainability Committee, Sustainability Club, four Sustainable Science Management courses; six Plant Biology and Tropical Agriculture courses; College received a 2013 Climate Leadership Award from Second Nature

KCC conducts required convocations at the beginning of each semester. The Chancellor shares and explains performance data relating to campus strategic goals and how it connects to UH System initiatives. College Conversations are periodically held to discuss pertinent topics based on shared information, such as the September 22, 2017 College Conversation titled "How Are We Serving Our Students Now and in the Future: Part I Native Hawaiians." These events serve as a forum for gathering suggestions and determining future actions for the campus, with the goal of meeting institutional priorities as defined by the College's mission statement.

Further assessment of how well the College is meeting its mission is provided by the Vice President for Community Colleges (VPCC) each fall. Performance measures related to completion, diversity and system-defined subpopulations are presented and discussed via an open campus meeting. Not only are KCC goals versus actual data shared, but also results from each UHCC campus, which provides comparison measures.

Institutional Set Standards are tracked annually in reference to baseline and aspirational goals, which have been set by the UHCC System Office. Longitudinal results are posted on the Institutional Effectiveness website. See Standard I.B.3. for further details on Institutional Set Standards.

Analysis and Evaluation

The College reviews and discusses data related to mission practices throughout the academic year in various forums to guide institution priorities. In addition, the Mission guides strategic priorities. Strategic Priorities for 2018-2019 include increasing direct high school enrollments, strengthening distance education offerings, and transfer and job placement, in addition to decreasing cost and time to graduation. All of these align with Mission Practices (e.g., provide open access affordable education, align programs with workforce and community needs, and prepare students to succeed in academic endeavors and life-long learning).

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 institution's mission is the foundation for programs and services and guides planning and decision making that fosters student achievement, as indicated by the Review of Established Programs Policy. Program action plans must align with the mission and strategic priorities, as outlined in the Annual Program Review Update (APRU) template. In addition, all programs undergo annual review and five-year program review processes to assure that programs and services are assessed and updated according to the mission and strategic priorities.

Each fall, College Council evaluates academic and support programs using a rubric, which includes requirements for aligning with mission and campus strategic goals, outcomes, and evidence. Scoring is ranked higher for prioritizing resource allocations if a program more closely meets the rubric criteria. Resource requests, which are supported with data, aim to fortify programs to improve student learning and achievement. Assessment of student learning is a component of program review, and Program Student Learning Outcome (PSLOs) assessments are reported in the APRU. Each resource request should align with at least one PSLO.

Analysis and Evaluation

Programs and campus services are aligned with the mission. The mission directs planning, resource allocations, and decision-making to support student learning and achievement.

College policies require that program review, action plans, and budget requests be aligned with the mission. Assessment and review processes ensure programs and services meet this requirement.

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

KCC's approved mission statement is published on the College's internet homepage and in the College Catalog. The most recent mission statement update process took place from 2015-2017. Multiple groups on and off campus were formed to discuss the current mission statement and solicit comments and suggestions for improvement. The campus College Council reviewed the proposed mission statement and approved it in January 2017, with the UH Board of Regents review and approval in February 2017. The following meetings reflect participation from a broad mix of college and community members.

- Spring 2015: Meetings at community centers around the island
- August 2015: Future Scenarios Workshop
- Spring 2016: Long Range Facilities Development Plan Vision
- May 2016: Meet with KCC Friends to get input on mission and goals
- August 2016: Conduct a community focus group to provide input on mission and the process was outlined at convocation
- September 2016: Create a task force to take input from the community and college to gather input regarding the mission statement
- November 16, 2016: Campus College Conversation on the task force's work
- December 6, 2016: Task force to revise and gather students' input
- December 2016: Submit to College Council for review and recommendation on approval
- January 18, 2017: College Council recommended approval to the Chancellor
- February 13, 2017: Submitted to Board of Regents by Chancellor Cox
- March 23, 2017: Approved by Board of Regents

The mission statement is reviewed at least once every five years, per KCCP 1-8, and adheres to system and campus requirements. Policy KCCP 1-8 provides guidelines for developing and maintaining the mission statement within the context of the University of Hawai'i System. The review process requires broad participation from the College and community it serves.

Analysis and Evaluation

The College's mission statement is approved by the UH Board of Regents and is widely published. The Chancellor initiates a task force to meet and review the mission statement, per

policy. A variety of participants, both internal and external, are solicited for input, review, and recommendations.

Evidence I.A

I.A.2-1	Climate Leadership Award from Second Nature
I.A.2-2	Convocation Presentation by Chancellor Cox Fall 2017
I.A.2-3	College Conversation on Serving Native Hawaiian Students
I.A.2-4	UHCC Strategic Directions Fall 2017 Presentation
I.A.2-5	Institution Set Standards Policy
I.A.2-6	Institutional Set Standards Results (website screenshot)
I.A.2-7	KCC Strategic Priorities 2018-2019
I.A.3-1	KCCP 1-6 Review of Established Programs
I.A.3-2	Annual Program Review Update (APRU) Template
I.A.3-3	Ranking Rubric 2017
I.A.4-1	UH Board of Regents Memo from Chancellor Feb13.2017
I.A.4-2	UH Board of Regents Approved Minutes of Revised Mission March23.2017
I.A.4-3	KCCP 1-1 Administration
I.A.4-4	KCCP 1-8 Mission Statement and Integrated Planning

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

KCC continuously discusses student learning and achievement through substantive and collegial dialog in open forums (e.g., College Council), at bi-annual convocations, and in various committees (e.g., Assessment, Curriculum, and Integrated Student Success). College Council reviews student achievement annually during the program review process and makes recommendations to programs for continuous improvement of student learning and achievement. The four programs with external program accreditation also engage in dialog about continuous improvement as part of their accreditation processes. The Chancellor organizes two convocations each academic year to communicate outcomes, progress, and goals for student achievement. College conversations are also held throughout the academic year and all campus students, faculty and staff are invited to attend and participate. These provide a venue for dialog on current initiatives, innovation, and topics of interest to the College. Recent College Conversation topics include Early College, grants, and Quality Focus Essay topics.

The University of Hawai'i Community College (UHCC) System developed achievement goals for all seven community colleges in the System. The Vice President for Community Colleges (VPCC) visits the campus each semester to discuss system-level topics, such as prior year results on performance measures for both the College and System. These dialogues have led to the implementation of exploratory majors, structured pathways to reduce excessive credit accumulation, smart registration utilizing the STAR GPS system, and reforms in remedial/developmental education.

Analysis and Evaluation

Convocations, College Conversations, the annual and five-year program review processes, and ongoing College and System initiatives provide forums for sustained dialog about continuous improvement of all aspects of the College.

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

All programs, which include both instructional and student learning support services, perform annual and five-year comprehensive reviews to assess effectiveness in meeting student learning outcomes and strategic priorities per KCCP 1.6. Each instructional program develops Student Learning Outcomes (PSLOs) for both courses and programs. A new assessment tool, LiveText, was implemented in the spring of 2016. This software provides a platform for programs to assess course and program student learning outcomes.

Analysis and Evaluation

The campus defines and assesses student learning outcomes for its instructional programs and student and learning support services through its APRU and CPR processes.

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.

Evidence of Meeting the Standard

The College establishes and revises its institution-set standards every five years, per UHCCP 4.203. The current cycle is 2016 – 2021. The standards include course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell

recipient degrees and certificates awarded, transfer to baccalaureate institutions, integrated postsecondary education data system (IPEDS) student success rate, licensure and/or certification examination success rate, and job placement rate. Annual results are presented to the campus by the VPCC, posted to the College webpage, and discussed at convocations.

Baseline values were set as the three-year average from 2012-2015 and aspirational values were set by the UHCC System to represent 5 percent growth per year from the original baseline. The policy, as well as annual results, are published on the Institutional Effectiveness webpage.

Analysis and Evaluation

The College has established and assessed institution-set standards, per UHCCP 4.203. These standards are aligned with the strategic directions and mission of the College. Annual assessment of achievement of these standards takes place at both campus and system levels. Results are published 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

Student achievement data are reported annually by the UHCC System in the Annual Report of Program Data (ARPD). Programs review these metrics and develop action plans for unhealthy indicators and underperforming Core Perkins Indicators. Programs link budget requests to the College's strategic goals, which were developed to improve student achievement. The annual review also requires an analysis of program student learning outcomes that includes the expected achievement level, courses assessed, assessment instrument, results of program assessment, and next steps.

Analysis and Evaluation

The College has demonstrated throughout this self-study its dedication to developing, reviewing, and improving processes, such as program review and use of assessment tools, to support student learning.

For example, early in the current reaffirmation of accreditation cycle, the College reviewed the tool being used for assessment of student learning outcomes, which was a homegrown database. The College determined that the System did not fully meet assessment needs because: 1) each course section had its own spreadsheet template that required manual data entry, which introduces human error into the database through entry and formatting errors; 2) the complexity of the database made multi-year comparisons and trend analysis difficult with SLOs changes because of technical and time-consuming issues; 3) "filtering-up" was deemed

an ineffective way to measure program student learning outcomes; and 4) faculty felt disconnected from assessment because the process was centralized with the Assessment Coordinator and Institutional Researcher.

In 2016, after a formal selection process led by the Institutional Researcher and with representation from faculty and other constituencies across campus, the College chose the LiveText proprietary software to address some of the assessment issues. Its web interface and instant reporting features put more control of assessment data in the hands of the instructors. The Professional Development Coordinator offers individualized and group trainings on this software to assist faculty with implementation.

I.B.5

Institutional Effectiveness: 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

As detailed in Standard I.A.2, the College has a robust program review process that incorporates assessment of student learning and achievement in relation to the College mission and strategic priorities. Each Annual Program Review Update (APRU) is reviewed in the context of the entire College mission and strategic goals and priorities, and used to determine future activities and funding for program improvements. Quantitative data, which are disaggregated by programs, subpopulations, and mode of delivery, are provided by the UHCC as Annual Reports of Program Data (ARPD) for instructional, student services, and academic support programs. Each program is required to discuss the demand, effectiveness, and efficiency of the program using these data, supplemental data provided by the Institutional Researcher, upon request of the program, and qualitative data. Examples of qualitative data used by programs may include trends in hiring supplied by advisory boards, surveys provided to employers, program health indicators, and student demographics.

Analysis and Evaluation

KCC's program review process is designed to evaluate program goals and student achievement relative to the College mission and goals. Data are disaggregated by program type, subpopulations (e.g., part-time/full-time, Native Hawaiian Students, Pell recipients, and Perkins Core Indicators), and mode of delivery.

I.B.6

Institutional Effectiveness: - The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance

gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Every year, programs review their Annual Report of Program Data provided by the UHCC System office, which is disaggregated (i.e., Native Hawaiian, Pell recipients, Perkins Core Indicators, STEM, full-time/part-time, and distance education). Other metrics are used to establish program “health calls.” As part of the review process, programs review demand, efficiency, and effectiveness data and develop action plans to improve areas identified as “unhealthy” or “cautionary.” In addition, programs with Perkins Core Indicators are required to write action plans to address any metric that was below the established benchmark. In this process, programs are also asked to report on the outcome of previous year action plans, and budget requests should be supported by data and linked to the College’s strategic goals.

In addition, the UHCC Strategic Directions identified four subpopulations for special attention: Native Hawaiians, Filipinos, Pacific Islanders, and Pell recipients. Subpopulation performance, relative to strategic priorities, is discussed annually at open forums with the UHCC Vice-President and College Conversations are held to discuss any performance gaps and identify possible improvement strategies.

2016 Enrollment vs Graduation Comparison for Subpopulations of Students**

	Fall 2016 College Enrollment	FY16 Graduation (Degrees and CAs)
Native Hawaiians	31%	29%
Filipinos	21%	21%
Pacific Islanders	*	*
Pell recipients	54%	58%

* Not reported because of small size

** Target is for the percentage of graduates from each subpopulation to meet or exceed subpopulation enrollment percentage

In addition to UHCC System initiatives (e.g., exploratory majors, guided pathways, and accelerated college readiness), KCC has developed or expanded services to reduce performance gaps among these four subpopulations. In 2016, the subpopulation with a performance gap in graduation was Native Hawaiian students. One tactic to improve this has been Makaloa Council’s initiative of increasing hiring of qualified Native Hawaiians at the College to provide role models for Native Hawaiian students. In fall 2017, a College

Conversation was dedicated to reviewing Native Hawaiian student achievement across programs, gender, and age, as well as identifying possible interventions. The Chancellor summarized the minutes and shared the outcome with the campus. Another tactic was the development of the Native Hawaiian Advisory Council, which includes community membership and is chaired by the Chancellor. Suggestions from the College Conversation and Native Hawaiian Advisory Council led to concrete plans for interventions. For example, gaps in Native Hawaiian student success led to tactics such as summer English and math Early College courses and a summer bridge program for Native Hawaiian students, slated for the summer 2018 semester. Additionally, design-thinking strategies will be implemented by council members to interview Native Hawaiian students to identify barriers, and a survey is being sent to all KCC students to identify how to better serve students.

Analysis and Evaluation

KCC reviews disaggregated outcome and achievement data at both the program and institution level to identify performance gaps. Action plans and/or strategies are developed to improve outcomes for underperforming subpopulations and results of efforts are reviewed annually in program reviews and at the UHCC Institutional Performance presentation by the Vice-President. Since the inception of the UHCC 2015-2021 Strategic Directions, KCC has met achievement goals for the subpopulations established by the UHCC System, except for Native Hawaiian students.

Discussions and ideas developed during the fall 2017 College Conversation regarding the Native Hawaiian student achievement gap were shared with the Native Hawaiian Council to develop an action plan to implement during the 2018-2019 academic year.

I.B.7

Institutional Effectiveness: - 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

Per KCCP 1-1, all college policies are reviewed at least once every five years to ensure currency with the current mission and strategic goals. The unit that administers the policy ensures these reviews are conducted and suggests changes and updates to College Council, which is the advisory council to the Chancellor and has broad representation from units, councils, and labor unions at the College. Faculty Senate is the shared governance body for academic and faculty issues. Hence, academic policies initiate with this senate per KCCP 4-17. Once approved by Faculty Senate, the policy is forwarded to College Council for consideration.

Analysis and Evaluation

KCC evaluates policies across all areas of the institution at least once every five years, and practices align with these policies to support the mission of the College.

I.B.8

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

Evidence of Meeting the Standard

The College has dialog about institutional strengths and weaknesses at its bi-annual Convocations and at College Conversations. Ongoing discussion also happens at College Council and in campus committee meetings.

Programmatic strengths and weaknesses are identified and discussed within the annual program review (APRU) process. All APRUs are posted to the Institutional Effectiveness website and personnel are alerted to their availability. Minutes for the evaluation and planning process of College Council, to strengthen areas identified in the APRU, are kept on CampusDocs (the College's main Google Docs folder), which is accessible to the campus community.

Institutional strengths and weaknesses are also discussed by the VPCC at bi-annual presentations on UHCC Strategic Directions, achievement metrics for identified subpopulations (see I.B.6), and performance funding metrics. Although institutional performance metrics are calculated at the System level and shared by the VPCC, discussions are held at the campus level to develop tactics for improvement of identified weaknesses at both the institutional and program levels.

Analysis and Evaluation

The institution communicates its assessment and evaluation results to foster a shared understanding of its strengths and weaknesses and collectively develop tactics and action plans for improvement. Recent examples in academic year 2017-2018 include College Conversations on Native Hawaiian students and College Strategic Priorities.

I.B.9

Institutional Effectiveness: 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

KCC 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 that is detailed in KCCP 1-6. Instructional and non- instructional programs undergo annual and comprehensive reviews to assess effectiveness, operational decision making and resource allocation. KCCP 1-8 was developed to support the College goals and guide decision making. Long-range planning needs for educational programs and services and for human, physical, technology, and financial resources are addressed by the campus Long Range Development Plan that aligns with the College strategic goals and mission.

Through these processes, programs request resource allocations to improve identified weaknesses or fund innovative action plans. All Annual Program Review Updates (APRUs) are reviewed by the College Council and proposals for funding to acquire supplies, equipment, training aids, space, and/or additional personnel are ranked. A scoring rubric is used to rank all proposals to align with the College mission and its strategic goals. Programs/units not requesting resource allocation are also reviewed by the College Council during the APRU process, and recommendations are made for program improvement.

The short term APRUs lead to the five-year comprehensive program review (CPR) that assesses a program's long term effectiveness and addresses improvements and future direction. A long-term strategy is presented and resource requests are proposed to assure continual alignment with the College mission and strategic goals into the future. Additionally, the Executive Cabinet reviews each CPR and schedules a discussion with program leads to improve the program and celebrate program strengths.

Career and Technical Education (CTE) programs also have program advisory boards that meet at least once per year, to assure industry standards are maintained. Collaboration with industry partners helps to guide programs in preparing graduates to meet community needs and industry standards. Recommendations by an advisory board may guide programmatic resource requests on equipment and training needs. Recommendations made by external program accrediting bodies are also used by programs to guide long-term planning and resource requests.

Analysis and Evaluation

The College addresses short and long term needs through a robust program review process that integrates with its Long Range Development Plan. External program accreditation, as well as advisory boards and other community interactions, also inform the College's planning processes.

Evidence I.B

I.B.1-1	KCCP 1-2 College Conversations
I.B.1-2	College Conversations: Hawaiian Students
I.B.1-3	Table College Conversations 2014-18
I.B.1-4	VPCC Discussion: System-Level Topics Screenshot
I.B.2-1	APRU Screenshot
I.B.2-2	Annual Program Review Update
I.B.2-3	Comprehensive Program Review Outline
I.B.2-4	KCCP 1-6 Review of Established Programs
I.B.2-5	Programs PSLO
I.B.3-1	UHCCP 4.203 Institution-Set Standards
I.B.3-2	Faculty and Staff Resources in Campus Presentations Screenshot
I.B.3-3	Institutional Effectiveness Webpage Screenshot
I.B.4-1	ARPD Screenshot
I.B.4-2	2017 APRU Accounting
I.B.5-1	Instructional ARPD Screenshot
I.B.5-2	Student Services ARPD Screenshot
I.B.5-3	Academic Support ARPD Screenshot
I.B.5-4	Liberal Arts Program Analysis Screenshot
I.B.6-1	ARPD Screenshot
I.B.6-2	ARPD Health Call Rubrics
I.B.6-3	APRU Template
I.B.6-4	UHCC Strategic Directions 2015-2021
I.B.6-5	Presentation by VPCC Morton
I.B.6-6	College Conversations: Native Hawaiian Students
I.B.6-7	College Conversations Minutes: Native Hawaiian Students
I.B.6-8	Summer English and Math Early College Courses
I.B.7-1	KCCP 1-1 Administration
I.B.7-2	KCCP 1-7 Policy on Establishment of College Council
I.B.7-3	KCCP 4-17 Policy on Academic Policies
I.B.8-1	APRUs Screenshot
I.B.8-2	VPCC Morton Fall 2017 PowerPoint presentation- KCC
I.B.8-3	Academic Year 2018-2019 KCC Strategic Priorities
I.B.9-1	KCCP 1-6 Review of Established Programs
I.B.9-2	KCCP 1-8 Mission Statement and Integrated Planning
I.B.9-3	Long Range Development Plan
I.B.9-4	CPR Template
I.B.9-5	CTE Program Advisory Boards

I.C: Institutional Integrity

I.C.1

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

Evidence of Meeting the Standard

The mission statement is reviewed at least once every five years to ensure authenticity and integrity, per KCCP 1-1. The approved mission statement is printed in the College Catalog and posted to the College's website homepage.

Each year, departments are asked to review the information related to their program that is published in the College Catalog that includes curricula, program descriptions, student learning outcomes, available support services, and accreditation status, where applicable. The institution gives accurate information to students and the public about accreditation status, of both the institution and academic programs, by posting accreditation information and links on the website and also publishing these in the College Catalog.

In addition, the College developed a webpage owner list that not only identifies the person responsible for each webpage, but also states how often the information should be reviewed and updated. This helps ensure accuracy of electronic information shared with the public.

KCC provides accurate information on student achievement to the public through the Institutional Research website and through recently implemented annual Fact Books, which make our student success data easily accessible across multiple years. In compliance with the Student Right to Know Act of 1990, additional information is provided to students on gender, race/ethnicity, federal grant/loan recipients, persistence rates, and transfer out
Access
portal.

Analysis and Evaluation

The College has sufficient processes in place to ensure clarity, accuracy, and integrity of information provided to students, personnel, and the community.

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

The College posts the current College Catalog on its homepage. Printed copies are also available in the following offices: Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Student Affairs, Vice Chancellor of Administrative Services, Institutional Effectiveness, Academic Counseling, and Registrar.

The College reviews information required to meet ER20, per the timeline and process detailed in Standard I.C.1. Required information and associated page numbers in the College Catalog are below.

Category	Item	Catalog Location 2018/2019
General Information		
	Official name, address, telephone	pg. 1
	number, website Educational mission	pg. 8
	Representation of accredited status with ACCJC and programmatic accreditors	pg. 4
	Course, program, and degree offerings	Course Descriptions: pgs. 103-170 Programs and Degree Offerings: pgs. 60-102
	Student learning outcomes for programs and degrees	Multiple pgs: 60, 62, 63, 65, 67, 69, 70, 71, 72, 74, 76, 77, 79, 80, 81, 82, 83, 84, 86, 88, 90, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102
	Academic calendar and program length	Academic Calendar: pg. 6 Program Length: pgs. 60-102
	Academic freedom statement	pg. 15
	Available student financial aid	pgs. 17, 25-28

	Available learning resources	pgs. 29-37
	Names and degrees of administrators and faculty	pgs. 181-184
	Names of governing board members	pg. 2
Requirements		
	Admissions	pgs. 16-17
	Student fees and other financial obligations	pgs. 22-24
	Degree, certificates, graduation, and transfer	Degrees and Certificates: pgs. 15, 52-54 Transfer: pgs. 18, 50 Graduation: pgs. 44-45
Major Policies Affecting Students		
	Academic regulations, including academic honesty	pgs. 38, 49
	Nondiscrimination	pgs. 46-47
	Acceptance of transfer credits	pg. 18
	Transcripts	pgs. 18, 49
	Grievance and complaint process	pgs. 47, 49, 171-179
	Sexual harassment	pgs. 47, 49
	Refund of fees	pgs. 24-25

Locations or Publications where Other Policies may be Found		<p>pgs. 41-42: Pursuant to Section 99.6 of the rules and regulations governing the Family Educational Rights and Privacy Act (FERPA)</p> <p>pg. 49 Sexual Harassment: University of Hawai'i Executive Policy EP 1.204</p> <p>pg. 49 Copies of the Student Conduct Code are available at the Office of the Vice Chancellor of Student Affairs or online on the KCC website under Student Support Services – Policies.</p> <p>pg. 49 The process of addressing allegations of misconduct is directed in the Student Academic Grievance Procedure or the Student Grievances Non-Academic Grievance Policy and Procedure. Copies are available at the Office of the Vice Chancellor of Student Affairs.</p>

Analysis and Evaluation

The College ensures information required in ER20 is precise, accurate, and current in the College Catalog by following a review process. The College uses software to check that components of the online College Catalog are Americans with Disabilities Act (ADA) compliant and truly accessible to all. The 2018-2019 catalog will be the first edition to meet ADA compliance.

I.C.3

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

Evidence of Meeting the Standard

The College communicates student achievement data to the public in numerous reports posted to the College's website and published in multiple places within the College Catalog. Reports posted to the Institutional Effectiveness (IE) webpage include ACCJC Annual Accreditation reports, annual and comprehensive program reviews, which include

assessment of program student learning outcomes and program data, and annual strategic priority outcomes in relation to System-established benchmarks. Programs have defined student learning outcomes (PSLOs) which are assessed during the APRU process. Graduation and persistence rates are published in annual Fact Books on the Institutional Research website. Programmatic data on student achievement and student learning outcomes are available on the program review link on the IE webpage in each annual and comprehensive review. As mentioned in I.C.1, the College follows “Student Right to Know” requirements by providing information on student achievement to the public in the College Catalog, including graduation and persistence data. Gainful Employment information for occupational certificate programs is also provided in the College Catalog and on the College's website.

Analysis and Evaluation

The institution communicates matters of academic quality to prospective students and the public by posting reports and data to the College internet webpage as well as publishing information in the College Catalog.

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

Degree and certificate programs offered by the College are listed in the College Catalog and on the website. Within the catalog, each degree or certificate lists student learning outcomes, required courses, number of credit hours required to meet graduation requirements, and jobs available to graduates. In addition, each course offered by the College has a course description in the College Catalog, which includes any prerequisites and and/or minimum placement test scores.

To ensure that certificates and degrees are clear regarding their purpose and expectation when initially developed, a Program Action Request form is reviewed and approved by the division, Assessment Committee, Curriculum Committee, Vice Chancellor of Academic Affairs and the Chancellor. Information from PARs is used to update the College Catalog each academic year and develop advising sheets for counselors to assist students in planning their course of study. However, with the implementation of STAR GPS, these advising sheets will be replaced with pathways of programs, accessible via the UH portal, to help keep students on-track to on-time completion. STAR GPS is a visual tool that shows real-time progress and remaining courses required for graduation.

Analysis and Evaluation

The College describes the purpose, content, course requirements, and learning outcomes for all degree and certificate programs both on its webpage and in its College Catalog, which is available both in print and electronically.

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

KCC reviews its established policies at least once every five years, per KCCP 1-1 to ensure accuracy, integrity, and currency. Suggested changes are initiated by the appropriate campus unit then discussed at College Council. Per KCCP 1-7, College Council is charged with reviewing and updating College plans and policies and policy updates are a standing item on every bi-monthly College Council agenda.

The main college publication is the College Catalog, and it is reviewed annually. Program brochures are updated and revised by program coordinators within academic divisions when curricular changes are made and/or as needed. Final drafts of both the College Catalog and program brochures are reviewed by the VCAA's office.

Electronic publications are reviewed and updated by site owners per an established review timeline (see std 1.C.1). Assistance is provided by the Information Technology Advisory Council (ITAC), which "monitors, oversees, and manages the College's webpage along with the webmaster."

Analysis and Evaluation

The College meets this standard by conducting reviews and adhering to established policies for printed and electronic publications, policies, and brochures.

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

KCC provides students information on the total cost of education in both the College Catalog and on the College's webpage, which includes tuition and fees, financial assistance, and program-specific expenses (e.g., lab fees). The Financial Aid website also includes a Net Price Calculator that estimates the total cost of college (including room and board as well as textbooks).

The College complies with federal Gainful Employment requirements by providing information on both the college website and in the College Catalog regarding program length, cost, median loan debt, and completion statistics for occupation certificate programs with 10 or more graduates. The College also provides a link to the

Hawai'i Industry Sector Information to help students realize both potential earning power and job opportunities relative to program cost.

Analysis and Evaluation

The College provides reliable and accurate resources for students to estimate the total cost of their education.

I.C.7

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

Evidence of Meeting the Standard

The College demonstrates its commitment to institutional and academic integrity by following the guidelines on academic freedom described in UH Administrative Rules. A campus statement was developed from these guidelines and is published in the College Catalog.

Students have a Systemwide Code of Conduct that is published on the College's website and provided during mandatory student orientation. Faculty are provided additional information on their responsibilities to students regarding the pursuit of learning in the Faculty and Staff Handbook and on the College's policy webpage. Faculty are also provided details on their specific rights and responsibilities related to academic freedom in the University of Hawai'i and the UH Professional Assembly contract.

Analysis and Evaluation

The College and UH System support academic freedom and ensure academic integrity by publishing and following policies on academic responsibilities pertaining to faculty and students.

I.C.8

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

Evidence of Meeting the Standard

The College Catalog contains statements regarding academic honesty, nondiscrimination, and grievance and complaint processes (see catalog table in I.C.2). The Student Support Services webpage includes links to policies and procedures including both academic and non-academic grievances, academic probation, and consequences for violating the Systemwide Student Conduct Code.

The University of Hawai‘i Community College System has policies on faculty responsibilities including ethics, which is provided in the Faculty and Staff Handbook. The University of Hawai‘i Professional Assembly (UHPA) contract details the procedure for dealing with alleged breach of professional ethics. Any disciplinary actions arising out of the investigation follow Article XVIII of the contract.

Analysis and Evaluation

KCC publishes and follows policies and procedures that promote academic integrity and clearly define the consequences for dishonesty for all constituencies.

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

The UHCC System provides a Statement on Professional Ethics for faculty. Faculty members are expected to “make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit.” The UHCC System modeled its professional ethics policy after the American Association of University Professors.

Faculty are expected to teach their courses in alignment with the approved course outline, which creates a course content standard, yet allows for academic freedom in presentation and discussion.

The College’s contract renewal, tenure, and promotion process includes both student evaluations and peer evaluation. Both types of evaluation include comments on the instructor’s teaching, which can be used to identify issues in objectivity of faculty.

Analysis and Evaluation

The College has policies and procedures that provide a framework for objectivity of faculty in their teaching of content while allowing for academic freedom.

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.

Kaua'i Community College neither requires conformity to a specific code of conduct nor seeks to instill specific beliefs or worldviews. Hence, this standard does not apply to the College.

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.

Kaua'i Community College does not operate in foreign locations. Hence, this standard does not apply to the College.

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 institution communicates matters of educational quality and institutional effectiveness via the accreditation website. The College has submitted all annual and midterm reports within the required timelines.

Analysis and Evaluation

KCC meets all compliance requirements, responds to the Commission when directed to act, and discloses required information to the public.

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 Standard

The College publicizes its institutional and program accreditation status in the College Catalog and electronically on the institutional effectiveness website. Accreditation status updates and reports are publically accessible on the institutional effectiveness page of the KCC website. Program accreditation status information is available in the College Catalog, and electronically both on program websites and on the College's institutional effectiveness page. Program coordinators communicate changes and updates on program accreditation status with advisory board members in a timely manner via email and formally through advisory board meetings, whereas any changes in institutional accreditation are communicated to the College and public by the Chancellor.

Kaua'i Community College remains compliant with the regulations of the U.S. Department of Education in regards to accrediting agencies.

Analysis and Evaluation

The institution demonstrates honesty and integrity in its relationships and actions. It maintains a consistent description of itself to all accrediting agencies and communicates any changes in such accredited status.

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

KCC is a state institution without any links to investors, related or parent organizations, or other external interests. The College is fully committed to its mission to serve its students and the community.

Analysis and Evaluation

The College is committed to high quality education, student achievement, and student learning first and foremost.

Evidence I.C

I.C	2018-2019 College Catalog
I.C.1-1	KCCP 1-1 Administration
I.C.1-2	College's Website Screenshot (Mission)
I.C.1-3	Accreditation Information Website Screenshot
I.C.1-4	Website Contacts
I.C.1-5	Institutional Researcher's Website Screenshot
I.C.1-6	Fact Book Screenshot
I.C.1-7	UH IR Data Access Portal Screenshot
I.C.2-1	College Catalog pdf on College Website Homepage 2018
I.C.3-1	Annual Accreditation Report
I.C.3-2	Program Reviews link
I.C.3-3	Strategic Priority Outcomes in Program Review
I.C.3-4	Fact Book Screenshot
I.C.3-5	SLOs in Program Review
I.C.4-1	Degrees and Certificates (Website Screenshot)
I.C.4-2	Program Action Request Form Screenshot
I.C.4-3	Student Advising Sheets Screenshot
I.C.5-1	KCCP 1-1 Administration
I.C.5-2	KCCP 1-7 Establishment of College Council
I.C.5-3	College Council Agenda (Policy Review Standing item)
I.C.6-1	Financial Assistance Screenshot
I.C.6-2	Net Price Calculator Screenshot
I.C.6-3	Gainful Employment Website
I.C.6-4	Hawai'i Industry Sectors Info Screenshot
I.C.7-1	UH Administrative Rules
I.C.7-2	Systemwide Student Code of Conduct EP 7.208
I.C.7-3	UH, UHCC, and KCC policies on website
I.C.7-4	Article IX, UHPA Faculty Contract
I.C.7-5	Article IV, UHPA Faculty Contract
I.C.8-1	Student Support Services Screenshot
I.C.8-2	Academic Grievance Policy
I.C.8-3	Non-Academic Grievance Policy
I.C.8-4	Academic Probation Policy
I.C.8-5	Systemwide Student Conduct Code
I.C.8-6	UHCCP 5.211 Statement on Professional Ethics
I.C.8-7	(Faculty) UHPA Contract Breach of Professional Ethics
I.C.8-8	UHPA Contract Disciplinary Actions
I.C.9-1	UHCCP 5.211 Statement on Professional Ethics
I.C.9-2	(Faculty) AAUP Statement on Professional Ethics
I.C.12-1	Screenshot Accreditation Website Screenshot
I.C.13-1	Accreditation Status Updates Screenshot

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 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.

Evidence of Meeting the Standard

The College adheres to HRS Section 304A-102, the state statute that ensures that programs are appropriate to higher education. All programs culminate in the attainment of program student learning outcomes (SLOs). The College's curriculum development process includes a review of proposed course and program SLOs to ensure consistency with the College's mission. All instructional programs are developed for students to earn a certificate or associate's degree for employment and/or transfer to a four-year university.

The University of Hawai'i Community College (UHCC) System requires annual and cumulative (five-year) program reviews for all programs at the College, in part, to assess student achievement, which includes the number of program majors, certificate and degree attainment, job placement (Perkins Core Indicators), and transfer to a University of Hawai'i (UH) four-year institution. These metrics are part of the Annual Reports of Program Data (ARPD), which assess demand, effectiveness, and efficiency of a program in preparing students for the job market and/or transfer. Program review also includes an analysis by program faculty of how well students are meeting identified program outcomes.

The College does not offer any distance education programs at this time.

Analysis and Evaluation

The processes for curriculum development and program review provide the framework for the College to ensure all instructional programs are consistent with both its mission and higher education.

Additionally, the College analyzes data on the number of open positions in the County of Kaua'i in fields related to the degree/certificate offered by the program. Doing so allows the College to manage the size of its programs so that the workforce needs of the community are served while ensuring students are not graduating with degrees or certificates in fields where they cannot find jobs.

II.A.2

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

Evidence of Meeting the Standard

Each course offered at the College is reviewed by the Curriculum Committee. All courses address the same SLOs, regardless of mode of instruction (e.g., face-to-face, online virtual, or Polycom^(R)), location (e.g., campus or high school), or instructor (full-time faculty or lecturer). Quali Curriculum Management currently serves as the College's repository of all course curriculum information, including SLOs, course descriptions, content, objectives, methods of instruction, methods of evaluation, and texts. Every course must be developed in accordance with accepted standards and is reviewed on a five-year cycle. In addition, each Career and Technical Education (CTE) program has a Systemwide UHCC Program Coordinating Committee (PCC), which strives to meet annually to review course content at each campus to ensure currency across all curricula. As described in STD II.A.16, each CTE program also has an advisory board that meets every academic year to review student outcome data and ensure programs remain relevant to industry standards.

In order to ensure that content and methods of instruction are continuously improved, faculty assess student achievement of course learning outcomes and receive feedback from peer and student evaluations of teaching. Faculty discuss what they have learned from these processes and what improvements they have made in their courses in their contract renewal, tenure, or promotion dossiers. Committees and individuals reviewing these documents base their recommendations, in part, on this reflection [refer to Standard III.A. for relevant policies and procedures].

Each program undergoes annual program review and a five-year comprehensive program review to examine program learning outcomes, assess student achievement, and develop action plans for continuous improvement, which may include course revision, development of support services, and/or updating course materials/equipment.

Analysis and Evaluation

Faculty are engaged in continuous processes of assessment and curriculum review at both the course and program level. The College uses peer evaluation and the contract renewal/tenure/promotion process to provide additional feedback to faculty on their individual teaching performance. The program review process includes not just instructional programs, but also services directly related to student learning, such as tutoring services, library services, and academic advising.

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

The core curriculum information for the College's courses and programs, including student learning outcomes, is contained in documents called course outlines (COs) and program action requests (PAR). Program and division faculty submit COs and PARs to the Curriculum Committee, which evaluates, critiques, and approves them according to the College's curriculum policies and procedures. Curricula are reviewed at least once during the established five-year review cycle. Program SLOs are made available to the public in the College Catalog. Faculty assess course outcomes each semester, which are then aggregated to provide course-wide data using assessment management software (LiveText). Assessment of program SLOs is part of the annual and cumulative program review process.

Course syllabi with learning outcomes are distributed to students in each course at the beginning of the term. A course syllabus template is made available to faculty on the CampusDocs Google Drive folder to provide guidance to faculty about elements to include in a syllabus. Faculty are required to submit a syllabus, which includes course student learning outcomes, to their Division Chair and the Academic Affairs' Office, for each course they teach by the end of the first week of instruction each term. The Academic Affairs Office reviews syllabi to verify student learning outcomes are included. A course syllabus reminder is sent out to instructional faculty prior to the start of each semester to submit their syllabi for each course and to provide a copy to each student. The submitted syllabi are posted in CampusDocs in the Office of the Vice Chancellor for Academic Affairs (VCAA) Course Syllabi folder by the VCAA secretary, who tracks receipt of all syllabi.

Analysis and Evaluation

The campus has an established course review process and annual program review process that provides the framework for reviewing and assessing SLOs. Additionally, the Curriculum Committee reviews course and program outlines using established procedures. The VCAA has the role of ensuring syllabi contain approved SLOs and that students are provided a copy. This requirement is communicated to faculty via e-mail reminders, new faculty orientation, and by division chairs.

II.A.4

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

Evidence of Meeting the Standard

The College uses a numbering system to distinguish between pre-collegiate and college level courses, guided by the University of Hawai'i Developmental Education Initiative and UHCCP 5.300. Courses with two digits are identified as pre-collegiate level, whereas college-level courses are numbered with three digits. In addition, each pre-collegiate course is part of an identified pathway to a college-level course.

To enroll in math or English courses or those with a college-level math or English prerequisite, students must meet certain placement levels that correspond to the basic skills and abilities required for the course. From 2013-2015, Kaua'i Community College (KCC) and Maui College developed and implemented a successful pilot that used high school transcript information to place students into college-level math and English courses. The results of the pilot informed the current 'multiple measures' placement system that has been adopted by the UHCC System and was presented to the campus by VPCC Morton in spring 2017.

Analysis and Evaluation

Pre-collegiate courses are identified by their course numbers, and these courses have been designed specifically to prepare students for success in a college-level course. KCC has been a leader in the UHCC System efforts to redesign developmental education. The College has piloted accelerated courses in both English and math, as well as alternative placement models. Prior to the UHCC System redesign taking effect, the College had reached full implementation of redesigned math pathways, including a non-STEM developmental course. The College's curriculum for this course has been modeled throughout the System and served as the model for the Department of Education's "Transitions to College" math course.

The combination of shortened developmental pathways, co-requisite support courses, and multiple placement methods (e.g., high school grades or placement test score) have resulted in a higher percentage of students completing college-level English and math within one year of entering the College.

% of entering cohort completing college-level within one year	F13 Cohort	F16 Cohort
English	32%	38%
Mathematics	20%	29%

These and additional data on student outcomes in math and English were presented by the UHCC Student Success Council in April 2017.

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.

Evidence of Meeting the Standard

The UHCC System has established several policies related to academic programs and higher education. Program length and minimum course GPAs are detailed in UHCCP 5.203, as is the role of the Chancellor. The policy states that the Chancellor is responsible for assuring that “high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials.” In summary, all programs must be reviewed for alignment with the College’s mission by the Chancellor; each program must be approved by the Board of Regents; students must earn at least a 2.0 GPA in each program course; and degree and certificate programs have a set number of credit hours to align with higher education standards (e.g., minimum sixty credit hours for an associate’s degree, between twenty-four and fifty-one credit hours for a Certificate of Achievement, and between four and twenty-four credit hours for a Certificate of Competence).

The College approves course sequencing tables when the PAR is submitted for the development of a new program or revision of a current program. All degree programs are also required to have a general education component.

Analysis and Evaluation

The College offers degrees and certificates that adhere to practices common to higher education by following UHCC System policies when developing programs and certificates.

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.

Evidence of Meeting the Standard

Plans for course sequencing begin with the initial proposal of the program. The PAR requires the proposer to complete a suggested plan of courses for students to complete the degree or certificate based on full-time status.

For existing programs, the College uses a variety of tools to assist with planning and scheduling. Division chairs and program coordinators review and update the Multi-Year Plan of Offerings MYPO every academic year to update the next two academic years of course sequencing. Each spring semester, program coordinators, division chairs, counselors, and the VCAA's office meet to discuss and create the class schedule for the summer and upcoming academic year. They make adjustments as needed, based on factors such as historical enrollment trends, cohort model, and survey data. The College began developing academic year course schedules, as opposed to semester schedules, beginning with the 2016-2017 academic year to help students better plan their academic pathway, and is the only Community College in the System to do so. The VCAA plans to advance this to two-year scheduling.

Analysis and Evaluation

The manner in which the College schedules courses is based on available data, student need, and course sequencing. Through a concerted effort between academic advisors, program coordinators, division chairs, and the VCAA's office, the College manages decisions impacting registration, enrollment, cohort pathways, and scheduling while monitoring overall enrollment and class size. In general, the minimum size for a course is ten students. Nonetheless, to support small or cohort programs, some courses proceed with fewer students to facilitate their progress toward degree completion.

The UH System has recently adopted the homegrown STAR GPS registration system, which provides students with recommendations on courses to take to complete their chosen degree or certificate, as well as warnings when students attempt to register for courses outside of their pathway. This tool not only helps students reduce time-to-degree but also assists the College in ensuring appropriate courses are offered as defined by the pathways.

Action Item

Programs will develop course sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related to one of our Quality Focus Essays, Scheduling for Success.

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 has demonstrated its commitment to equity and the changing needs of students by adding distance education and early college courses to its offerings, supporting the UH University Center on Kaua'i, streamlining developmental education pathways in math and English, expanding continuing education offerings, assessing effectiveness of learning support services, and applying various teaching methodologies, as appropriate, augmented with professional development.

Delivery Modes and Teaching Methodologies: The College has continued to maintain distance learning opportunities for students while embarking on and expanding the Early College modality since the last self-evaluation. Distance learning allows Kaua'i Community College (KCC) students not only to enroll in online courses offered at the College, but also at any college within the UHCC System. Although distance education course enrollment at the College grew for several years, at this point, the College's distance learning offerings are not expanding because of the availability of distance courses offered by other colleges within the UHCC System.

Academic Year:	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Students Enrolled in distance education at KCC (duplicated count)	1,183	1,367	1,236	1,078	1,044
# of distance education sections	34	63	60	43	44

Over the past five years, less than 8% of students at KCC have taken distance education at other System community colleges. Most recently (2016-2017), 6% of KCC students were part-time at our college but full-time in the system. Additionally, in 1996, the UH Board of Regents established three University Centers on the neighbor islands of

Kaua‘i, Maui, and Hawai‘i, to provide access to certificate, associate, bachelor, and post-baccalaureate degree programs offered via distance education. Currently, there are 66 programs available with the majority offered via online courses, albeit some Polycom^(R) and interactive video courses are still offered. Staff at the College provide local support to students enrolled in these programs. Hence, there are many distance education opportunities available for students.

Rather than dedicate more resources to expanding distance education offerings, the College has placed additional emphasis on offering early college courses at the three public Department of Education (DOE) high schools on Kaua‘i. Early College has been found to be a college-bound equalizer for male, low-income, and minority students.

Early College Course Offerings at the Three Public High Schools from 2015-2018

Academic Year:	2015/2016	2016/2017	2017/2018
Kapaa HS	5	8	13
Kaua‘i HS	3	4	8
Waimea HS	2	7	8
TOTALS	10	19	29

Both math and English developmental education courses were redesigned to reduce the time before students can enroll in college-level courses. Additional support, including embedded and professional tutors, have been added to support student success. Since the inception of the new model in Fall 2016, math and English have seen increases in the percentage of students completing college-level courses.

Instructional Support Services: Student support services are reviewed through the annual program review process to identify areas for improvement. In an effort to improve student persistence, increase completion rates, and reduce the time to graduation, the College has initiated several new support services and strategies over the past few years that include the following: mandatory orientation (face-to-face and virtual), distance education orientation (through the University Center), Early Alert System, STAR GPS registration system, online round-the-clock tutoring, and a First Year Experience (see Standards II.B.1, II.C.1, and II.C.3 for details).

Analysis and Evaluation

The College reviews data annually and responds to the changing needs of its students through a variety of methods. Most recently, these have included expanded Early College course offerings, implementation of integrated student support services, and redesign of developmental education. Additionally, professional development offerings have focused on teaching methodologies such as indigenizing the curriculum, teaching millennial students, and using flipped classrooms.

When college-level courses for skill enhancement and workplace advancement are not required, the College also strives to meet the training needs of the island through the Office of Continuing Education and Training (OCET). This center collaborates with local businesses, labor unions, and advisory boards to offer timely trainings and personal enrichment courses.

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 Standard

The College does not offer department-wide course or program examinations. The College does have a robust process for assessing prior learning and awarding credit, falling under UHCCP 5.302, the System policy on Prior Learning Assessment (PLA). This process is published in the College Catalog. Prior learning assessments are designed to determine whether the student meets the learning outcomes for the course in order to receive credit.

The Hospitality and Tourism Program received a Carl D. Perkins Grant in FY17 to market PLA to industry employees. As a result, PLA assessments were developed for three courses, human resource managers on Kaua'i were surveyed for PLA need, outreach materials were created, and accelerated courses were designed to encourage certificate completion for students with PLA.

Analysis and Evaluation

Appropriate policies and procedures are in place to reduce test bias and enhance reliability of PLAs for awarding college credit. The College does not offer department-wide course or program examinations. PLA is available to students and 18 students over the past three years have obtained credit using this process.

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.

Evidence of Meeting the Standard

Units of credit are consistent with the federal definition of a credit hour (34 CFR 600.2) and the System policy, which both define a credit hour as the Carnegie Unit standard. Each credit hour requires one hour of in-class instruction and a minimum of two hours of out-of-class study each week for approximately fifteen weeks (e.g., forty-five minimum hours for each credit hour), or the equivalent for shorter-term course offerings. In general, this reflects the minimum amount of work required for a student to achieve the intended student learning outcomes. In addition, the College awards credit for student achievement based on faculty-established student learning outcomes. The College does not offer any clock hour courses or programs.

Analysis and Evaluation

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that comply with federal requirements and generally accepted standards in higher education. (ER 10).

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.

Evidence of Meeting the Standard

The University of Hawai'i System maintains a Course Transfer Database to identify equivalencies for students transferring credits within the UH System. The database also includes equivalencies for transfers from some colleges outside of the System. The College's transfer-of-credit policies to and from other institutions are discussed in the College Catalog.

When a student transfers credits from an institution that does not have an already-established equivalency, the Admissions and Records Office works with faculty in the relevant discipline to examine the course and determine whether it is appropriate to award a transfer credit. The decision is based on whether the course substantively meets the same learning outcomes as the KCC course.

The UHCC System also has a policy on common course numbering to make it easier for students to take courses from any college within the System and smoothly transfer them back to their home campus. Additionally, EP 5.209 is related to transfer among UH colleges and universities and was developed to streamline the process and make transfer across the System

more transparent to students. In particular, individual colleges can certify which of their courses meet System-defined hallmarks for general education requirements, which are then accepted at any institution within the System. Therefore, a student who earns an Associate in Arts degree at a college within the System is considered to have met all general education requirements at any university within the System.

The UH System maintains a list of articulation agreements on its Academic Affairs, Policy, and Planning webpage. Since 2012, the College has established thirteen articulation agreements with other University of Hawai'i campuses to facilitate the seamless transfer of those programs to other UH campuses, particularly the bachelor's degree granting institutions. In addition, the three UH universities have developed an express transfer process that allows students to easily transfer across the System. This process is shared with KCC students at the annual Transfer Day by university representatives.

Analysis and Evaluation

The College clearly states System transfer policies to support the mobility of students. The College certifies that the learning outcomes for transfer courses are comparable to its own and develops articulation agreements when appropriate.

In addition to transfer of courses, the UH System supports reverse transfer, as detailed in UHCC Policy 5.206. Reverse transfer allows community college students who transferred to a UH four-year institution before completing their Associate in Arts or Associate in Science degree to obtain that credential while progressing toward their bachelor's degree. Also, students that complete an associate's degree at the College are automatically admitted to the UH four-year university of their choice.

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

The College's programs have student learning outcomes which are reviewed for appropriateness by the offering division, Assessment Committee, Curriculum Committee, VCAA, and Chancellor. Career and Technical Education programs receive input on the relevance of their student learning outcomes from their advisory boards, which include industry leaders in employment areas related to the program. Each degree program is expected to have at least one course student learning outcome (CSLO) that addresses each of these outcome themes: communication competency, information competency, qualitative competency, analytical inquiry skills, ethical reasoning, and diverse perspectives. In most cases, the outcome themes are met through student learning outcomes in specific courses

within each program's major courses. However, for some programs, some outcomes themes are met through required general education courses in a program rather than in the program's major courses.

Analysis and Evaluation

Every academic program develops its specific student learning outcomes to meet industry and professional competencies as well as to meet the expectations of the College's accrediting body.

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.

Evidence of Meeting the Standard

UHCC policies (UHCCP 5.200 and 5.203) address the inclusion of a component of general education in all degree programs offered by the institution. They ensure that the institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students.

The College's philosophy for general education is found in the College Catalog. Students in all degree programs at the College are required to take general education courses commensurate with their academic program. The College's Institutional Learning Outcomes, which constitute the general education outcomes expected for all degree graduates learning outcomes, are also listed in the College Catalog.

When a degree program is created or modified, program faculty document the curriculum action on a Program Action Plan (PAR). The PAR contains general education requirements for the program as well as the program student learning outcomes. Each PAR goes through the College's curriculum process, which includes review by the program's division chair, the Assessment Committee, the Curriculum Committee, the VCAA, and the Chancellor, who grants final approval. The general education requirements and learning outcomes for each degree program are listed in the College Catalog under each program's heading.

For transfer degree programs, both Associate in Art degrees and specific Associate in Science degrees, the general education requirements include the University of Hawai‘i diversifications and foundations requirements. Diversification courses fall into the categories of arts, biological science, physical sciences, humanities, literature, social sciences and science labs. Foundations cover global and multicultural perspectives, symbolic/quantitative reasoning, and written communication. The campus Foundations and Diversification Committees, comprised of faculty in the related disciplines, approve those designations for general education courses based on hallmarks established throughout the System. General education courses that meet the hallmarks at one UH campus can transfer freely to meet the requirement at any other campus.

The College’s ten institutional learning outcomes stand as the pillars of its general education philosophy. All associate degree programs are designed for students to meet these outcomes. In most degree programs, all of the institutional outcomes are met as part of the program’s identified student learning outcomes. In the remaining cases, some institutional outcomes are met through a major or general education course that is required for the program. Each program maps program outcomes with institutional outcomes, as well as the exceptions where a course, rather than a program outcome, is used to ensure the given institutional outcome is met.

Analysis and Evaluation

All associate degree programs meet general education competencies as required in UHCCP 5.200 and as described in the College’s General Education Philosophy. The institutional outcomes and all program outcomes are published in the College Catalog and made available on the College’s website so that students are aware of them.

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

Per UHCCP 5.203, all programs are required to focus study in at least one area of inquiry or in an established interdisciplinary core. During the 2017-2018 academic year, the College offered 18 associate degrees across 20 majors to provide students with the skills and knowledge required for employment or transfer. Each associate degree program at the College contains a core group of courses that provide focus in the designated area of study, including liberal arts, which has an established interdisciplinary core that is common to the notion of a liberal arts education.

The College has faculty boards to award designations that allow courses to satisfy various graduation requirements and ensure the rigor is appropriate to the degree level. Committees, such as the Curriculum Committee and Assessment Committee, make recommendations about programs and courses regarding their appropriateness to their associated degree level and ensure that the core or focused study area will allow graduates to meet program and institution student learning outcomes. In select Career and Technical Education (CTE) programs, advisory boards review and make recommendations about programs and courses in the focused study area regarding the relevance to their respective industry.

Analysis and Evaluation

The College's programs include either a core area of emphasis or an established interdisciplinary core based on the intended outcomes for graduates of the program. UHCC policy makes the Chancellor responsible for ensuring that all associate degree programs include such a core. The Chancellor is the final approving authority for curricular actions, which allows her to exercise this oversight.

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

Career Technical Education (CTE) programs are designed to meet industry standards and remain current with employment standards through advisory boards and/or external program accreditation. At a minimum, CTE advisory boards include representatives from business and industry to ensure programs remain relevant to current employment trends, competencies, and technology. All CTE programs complete Annual Program Review Updates (APRUs) to analyze demand, efficiency, and effectiveness. Where applicable, licensure pass rates are reported and reviewed during this process as well as in the annual review of Institution Set Standards. Licensure pass rates for certificate programs are reported in the College Catalog and posted on the website per Gainful Employment Requirements. Student learning outcomes in CTE programs are developed by faculty based on their expertise in the field, industry required skills, employer input, requirements of credentialing agencies, and program-level accreditation standards, when applicable.

Analysis and Evaluation

The College offers Certificates of Achievement, Associate in Science, and Associate in Applied Science degrees in various career and technical education fields. Programs are reviewed annually by advisory boards and/or by program-level accrediting agencies for alignment to current employment competencies and standards.

The Early Childhood Education (ECE) program has volunteered to participate in the National High-Quality CTE Program Initiative developed by the Association of Career and Technical Education (ACTE). ECE will use knowledge and experience it gains through this pilot not only to improve the program but also to prepare its application for the National Association for the Education of Young Children (NAYCE) program accreditation. Based on results from this pilot, the College will determine if it should be used by other CTE programs to ensure they are competitive nationally.

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 follows UH policy RP 5.201 that requires community colleges to offer coursework to current students for up to two years to complete program requirements. When a program undergoes significant changes, the College allows students that stay continuously enrolled to graduate either under the original program curriculum or the modified one.

Analysis and Evaluation

The College honors its commitments to students who are enrolled in programs that are eliminated or undergo major curricular change as described above. Very few degree and certificate programs have been eliminated in recent years. The Auto Body Repair and Painting Associate in Applied Science program was eliminated at the end of the 2016-17 academic year. Although the program did not accept new students after the 2016-17 academic year, it offered classes for the remaining two students so they could complete their degree in May 2017. In the 2015-16 academic year, the College eliminated the Renewable and Sustainable Energy Technologies Certificate. No student accommodations were required, as there were no students enrolled in the program.

In fall 2017, the Business Technology Program was temporarily placed on hold to undergo major revisions to make it more relevant to the current needs of the industry. No new students were admitted, with second-year courses only being offered for two subsequent semesters to allow current students the opportunity to complete their degrees under the unmodified degree requirements. Program revisions are expected to be completed so that new first year students can once again enroll in the program starting in fall 2018.

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

The institution regularly evaluates and improves the quality and currency of all instructional programs and courses, including developmental education, to enhance learning outcomes and student achievement, regardless of delivery mode. The College employs several approaches for improving instructional programs, including annual program review, course curriculum review on a five-year cycle, CTE advisory boards, external program accreditation, and professional development opportunities for faculty. Systemwide Program Coordinating Committees provide the opportunity for faculty to benefit from their colleagues' experiences in developing and improving their programs. Additionally, reports on annual program data were provided through charts and other data visualizations, beginning in 2017, which facilitated the comparison of programs across community colleges in the System.

CTE programs present student success data to advisory boards that meet annually to identify gaps regarding relevance of instruction to current industry standards. Programs holding industry accreditations perform required reviews and comprehensive recertification evaluations.

The College does not offer any distance education programs at this time. However, there are several processes in place for the continuous improvement of distance education courses offered by the College. Courses go through the same review process mentioned above regardless of whether they are offered face-to-face or through distance education. The College also has a Distance Learning Committee that exists to ensure and improve the quality of its distance education offerings. This committee has a certification and peer review process for distance education instructors and offers regular professional development opportunities to help instructors improve their teaching practices in distance education courses.

Non-credit community education courses are offered through the Office of Continuing Education and Training (OCET). OCET meets regularly with industry, community partners, and vocational agencies to ensure that courses offered are relevant. OCET coordinators and directors are members of the Chamber of Commerce, Society of Resource Managers (SHRM), Kaua'i Economic Development Board (KEBD), various business associations, and serve on the Kaua'i Workforce Development Board (WIOA) and its subcommittees. OCET surveys students to ensure that the course suits their needs. Coordinators meet with

instructors to review course curriculum and make revisions where necessary. In addition, OCET staff meetings are held to discuss course frequency, cancellations, length, price, and expenses.

Analysis and Evaluation

Assessing program and course student learning outcomes in comparison to established benchmarks, maintaining program-level accreditation standards for select CTE programs, and adhering to the College's established program review policy ensures the quality and currency of its instruction. For example, the program review of the Business Technology Program identified the need to update its curriculum to reflect the skills needed by today's businesses. The program has temporarily stopped enrolling new students while it undergoes this revision.

Another example is the reform of developmental English and math. Through the College's continual review of developmental education, it was identified that developmental students were not persisting to college-level courses at a satisfactory rate. To address this, developmental pathways were shortened, alternative placement measures were developed, and additional student support services were implemented to allow students greater access to and success in college-level courses. These initiatives were started at the College and provided the structure for the UHCC System developmental redesign initiative.

Evidence II.A

II.A.1-1	HRS 304 A
II.A.1-3	Kuali Application
II.A.1-4	UHCCP 5.202
II.A.1-5	Student Achievement Data 2016-2017
II.A.1-6	APRU Template
II.A.1-7	ARPD Website and Example
II.A.2-1	CTE Advisory Board Handbook
II.A.2-2	KCCP 4-13 Faculty Evaluations
II.A.2-3	KCCP 1-6 Program Review Policy
II.A.2-4	APRU List Screenshot
II.A.3-1	PAR FORM
II.A.3-2	Course Syllabus Template
II.A.3-3	VCAA Syllabi Folders
II.A.4-1	HI Developmental Education Initiative Website
II.A.4-2	UHCCP 5.300 Course Numbering Convention
II.A.4-3	English and Math Pathways
II.A.4-4	VPCC Presentation SP17
II.A.4-5	Student Success Council Presentation
II.A.5-1	UHCCP 5.203 Program Credentials, Degrees and Certificates
II.A.5-2	UHCCP 5.200 General Education in All Degree Programs
II.A.6-1	MYPO

- II.A.7-1 PT at KCC and FT in System (DE) Chart
- II.A.7-2 Regent Policy 5.206 Establishment and Review of Centers and Institutions DXP
- II.A.7-3 Data (Early College)
- II.A.7-4 OCET Courses
- II.A.8-1 KCCP 4-16 Prior Learning Assessment
- II.A.8-2 UHCCP 5.302 Prior Learning Assessment Program
- II.A.8-3 PLA in College Catalog
- II.A.9-1 34CFR 600.2
- II.A.9-2 EP 5.228 Credit Hour
- II.A.9-3 Program Student Learning Outcomes
- II.A.10-1 UH Course Transfer Database Screenshot
- II.A.10-2 UHCCP 5.301 Common Course Number Policy
- II.A.10-3 EP 5.209 UH System Student Transfer and Intercampus Articulation Transfer
- II.A.10-4 Among Colleges Memo
- II.A.10-5 Articulation Agreements Screenshot
- II.A.10-6 UHCCP 5.206 Reverse Transfer
- II.A.11-1 PSLO to ACCJC Outcome Matrix
- II.A.12-1 UHCCP 5.200 General Education in All Degree Programs
- II.A.12-2 UHCCP 5.203 Program Credentials, Degrees, and Certificates
- II.A.12-3 PSLO to ISLO Matrix
- II.A.14-1 Institution Set Standards
- II.A.14-2 Gainful Employment Screenshot
- II.A.14-3 CTE High Quality Program Initiative
- II.A.15-1 RP 5.201 Instructional Programs
- II.A.16-1 Comparison of a Program Across CC's
- II.A.16-2 Externally Accredited Programs

Section 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

The College's learning support services include a variety of programs available to all students, whether taking classes face-to-face or online. These services include access to library collections, tutoring, online resources, computer laboratories, IT Help Desk, and orientations/trainings for library users and other learning support services, which are often offered as a course activity (i.e., ENG 100 and IS 103). The student affairs and academic

affairs units collaborate to provide a variety of integrated student support services that are delivered across multiple modalities.

The first floor of the Learning Resource Center is designed for collaborative learning. This area consists of a collaborative study space in an open area, two group meeting rooms, a reference desk, computers and printers and the Academic Support Center (ASC). The ASC provides students with peer tutors, access to embedded tutors, professional tutors and many instructors hold office hours in this area.

The Library supports the programs of the College, the learning and success needs of its diverse student population, and instructional and other faculty by providing a rich variety of resources as well as instruction in information competency. The library and the ASC also provide support to online students.

Like other programs at the College, all student support services are reviewed as part of the annual and comprehensive program review. Third Party Surveys such as the Community College Survey of Student Engagement (CCSSE) and Noel Levitz are also reported and discussed in program reviews, as student perception and level of engagement in services is another measure of breadth of student services.

Analysis and Evaluation

Library and other support services are accessible to students and personnel both in-person and remotely. The College's robust program review process and the integration of student support among campus units helps ensure services remain varied and current to meet student and personnel needs.

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

Academic faculty and divisions provide input regarding the campus' student learning resources and the Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs co-chair the campus Integrated Student Support Committee. Additionally, one faculty member from each academic division serves on the Library Advisory Committee, which allows faculty to provide input into resource needs for students. All faculty are strongly encouraged to participate in the book selection process by reviewing new titles in Choice Book Reviews or GOBI^(R) alerts. Recommendations for book purchases can be marked on the GOBI^(R) Alerts and will be routed back to the Head Librarian as recommended purchases. In addition, the library regularly receives individual requests for purchases of books, DVDs, streaming video, and e-resources. Purchases adhere to UH purchasing policies and the Collection Development Policy.

The library maintains 23 desktop computer workstations for students to use for research, and students may check out one of 30 laptop computers for short periods of time. The Tutoring Center, which is located in the learning commons area of the library, also has five desktop stations. All computers are maintained and replaced by the Computer Services unit of the College.

Analysis and Evaluation

Although the College has had a Library Advisory Committee, it only met once per semester and focused on hard-copy learning materials. As a result, the College decided to move this committee's function of supporting selection of materials to the Learning Resources Committee, which is also responsible for expanding and reviewing open educational resources. This combined committee will be implemented in fall 2018 and aligns with the College mission by engaging learners and offering both an open and affordable education.

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 College evaluates the adequacy of its library and other learning support services through the program review process. Each service unit has defined metrics and learning outcomes that are analyzed for program review. In addition, an academic support survey was coordinated yearly by the College with faculty and staff evaluating various support services in academic support until 2015. The survey measured how faculty and staff perceived the role the library played in student learning (See Academic Support Survey for 2012, 2013, 2014, and 2015). After the reorganization of the Academic Support unit with Student Services in January 2017, a new faculty/staff survey was developed to evaluate library and tutoring services, which became part of the newly created Student Affairs unit. The survey also evaluates testing services, which is currently housed under the Office of Continuing Education and Training, but will move to Student Affairs in fall 2018.

Library data analyzed in the program review process includes statistics on use of resources by students and staff, dissemination and analysis of an annual student survey, and assessment of program student learning outcomes. The library has continued to improve its services based on student survey results over the past five years. Most recently, all survey questions, with the exception of one on whether or not the Library is a comfortable place to study, had over 90% agreement/satisfaction. Tutoring Services data reviewed each year includes a review of statistics on CCSSE survey results, the percentage of students passing a course

they were tutored in, the usage of online tutoring services, the number of students per tutor, and the student evaluations of tutors.

Analysis and Evaluation

Student learning support services engage in the College's robust program review process that requires analysis of data for continuous improvement, including data on achievement of student learning outcomes. For example, the library will be monitoring student satisfaction with comfort in the library to see if it returns to typically high levels now that the library has moved back to its regular location after having been displaced for two years due to building renovations.

Another example of continuous improvement resulted in the implementation of embedded tutors in math and English courses. Surveys indicated that students desired more time with their tutors. Also, it can be noted that a small percentage of the students take advantage of the tutoring center. As a result, the ASC decided to implement embedded tutors in math and English classes, because they increase the number of students who are exposed to a tutor. As a result, students may feel more comfortable seeking assistance in the ASC where they may receive additional tutoring services.

The mathematics faculty noticed that some students are much more comfortable receiving assistance in the ASC than in faculty offices. Therefore, the mathematics discipline requested that each faculty member hold office hours in the ASC. Other disciplines, such as English and chemistry have followed suit.

II.B.4

When the College relies on or collaborates with other institutions or sources for library and other learning support services, it documents that formal agreements exist and that such resources and services are easily accessible and utilized and adequate for the College's intended purposes. The College 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

The library is currently in various forms of collaboration with other libraries and vendors. The largest is the Hawai'i Libraries Consortium (HLC), consisting of libraries of the University of Hawai'i Libraries System, the Hawai'i State Public Libraries System, the Hawai'i State Department of Education, various private colleges and schools, and other organizations. Within the University of Hawai'i Libraries System, there are Intrasystem Loan and Lending Policies in which the various campuses agree to share resources. The College also has service agreements with various vendors that provide learning support services. These include many of the library's e-resources such as Credo Online

Reference Service, Ebsco products, Films on Demand, Encyclopedia Britannica, ProQuest products, Science Direct, CQ Researcher, and Kanopy. These services are communicated to students during orientations, and access to these services is integrated into the Library website. The assessment of library services is gathered via end-of-semester surveys (see II.B.2) that are administered to students who have undergone library instruction. New agreements are presented in the program review process and supported by data and a budget request.

The Tutoring Services contracts with a service to provide round-the-clock tutoring to students over the web. This provides additional support for distance education students who cannot make it to a physical appointment in the Tutoring Services. The College tracks usage and satisfaction with its contracted tutoring services, and the Tutoring Center Coordinator has communicated with faculty about the quality of the services.

The College is committed to virtual and physical resource security. Digital resources must be accessed using a University of Hawai'i (UH) login and password, whereas physical library resources are tagged and all students entering or departing the library must pass through a scanner. Identification is required if a library resource is checked out by a student, staff, or faculty.

Analysis and Evaluation

The College collaborates with the UH System and other agencies and vendors to adequately provide library and learning support for instructional programs. Evidence is collected and evaluated annually to ensure that these services are easily accessible and utilized. In addition, measures are in place regarding security of both digital and physical library and student support resources.

II.B. Evidence

II.B.1-1	Learning Support Table
II.B.1-2	Third Party Services
II.B.2-1	Division Learning Resources
II.B.2-2	Collection Development Policy
II.B.2-3	Learning Resources Committee
II.B.3-1	Library APRU (2016-2017) Tutoring
II.B.3-2	Center APRU (2016-2017) Learning
II.B.3-3	Support Services Outcomes
II.B.4-1	Intrasystem Loan Policy Intrasystem
II.B.4-2	Lending Policy Contracted Tutoring
II.B.4-3	Services Data

Section 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

The College is committed to providing the following core student support services, regardless of location or means of delivery:

Core Service	Access Methods
Admissions and Records	Students can apply and register online, with assistance in person at the College or with assistance at local Department of Education (DOE) High Schools. Students can complete these activities during enrollment days which occur on weekdays and weekends.
Financial Aid	Students can apply online, with assistance in person at the College or with assistance at local DOE High Schools.
Placement Assessment	Students can take a placement test at the College or at local DOE high schools. Multiple measures are utilized so that high school grades, test scores and coursework may be used for placement. Students can complete placement activities during enrollment days which occur on weekdays and weekends.
Orientation Services	Students can complete orientation online or in-person during enrollment days which are offered on both weekdays and weekends.

Access to Complaints, Grievances, and Students Rights and Responsibilities	Students may file a complaint or grievance by email or in person. Access to Student Rights and Responsibilities is available online in the student handbook.
Disability Services	Students may access disability services in person at the College.

The College evaluates these support services annually through the program review process. All programs are required to discuss how they align with the College's Mission, UHCC Strategic Priorities, and the College's Strategic Goals, as well as collect and/or review benchmarked data.

The annual program review update (APRU) is the primary driver through which the College assesses and improves its student support services, while the comprehensive program review, a more thorough and extensive assessment, is conducted every five years. Program review data summarizes key information including the following: student learning findings, efficiency and demand indicators, Achieving the Dream (AtD) success measures, effectiveness indicators, and results of college-wide surveys, including an assessment of student engagement and satisfaction (Community College Survey of Student Engagement, CCSSE, and SENSE). Representatives from Student Support Services convene to discuss the contents of their program reviews and to identify where to target collaborative efforts in the coming year. This discussion takes place in the Student Affairs Leads meetings and the All Student Affairs meetings that are held every few weeks.

Analysis and Evaluation

The College uses a robust program review process to evaluate the quality of student support services annually and comprehensively every five years. Analyses of data regarding demand, efficiency, and effectiveness provide information regarding the impact on student learning, whereas surveys provide direct feedback from students to ensure quality and suitability to the current student population. All programs are required to discuss how their mission aligns with the College's mission in each program review.

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.

The College offers a number of targeted support services in addition to the core services discussed in II.C.1. Core and support service programs at the College have outcomes that are assessed annually in the program review process. Results from assessments are used to develop action plans to strengthen or expand services.

Analysis and Evaluation

The program review process includes analysis of data for continuous improvement of student support services to assist students in achieving their academic goals. After the completion of the 2017 cycle, many units determined that their outcomes were dated or not easily measurable. In response, these units wrote new outcomes to provide a better assessment of their services. For example, Counseling and Advising engaged the Office of Institutional Research for data review and analysis to determine if their Program Learning Outcomes (PLOs) were assisting students with certificate, degree, or transfer completion. One of the former PLOs involved a check-in with students once they earned thirty credits, which was aimed at guiding these students towards completion. The institutional researcher reported that 65% of currently inactive students dropped prior to completing twenty-four credits. Therefore, the Counseling and Advising unit has adjusted this outcome to better align with current student trends.

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

The College offers comprehensive student support services, most of which are available in-person, online, by email, telephone, or mail (e.g., US Postal Service or facsimile). Commonly used services, such as admissions/records, counseling, career center, disability and mental health, bursar, administration (student affairs and academic affairs), financial aid, and the testing center have been consolidated into one building, the One Stop Center (OSC), to increase visibility and access to students. The campus also has a Wellness Center that offers the immunizations and TB testing required for students to enroll at the College. All in-person services are open to students during normal operating hours. Students also have access to the library, Academic Advising and Counseling, new student orientation, Financial Aid, Tutoring Center, and the UH Bookstore both in-person and remotely.

During the 2016-2017 academic year, the UHCC developed new support tools for implementation across the seven community colleges to expand online student services. These included an online UH application and the Starfish tool within the MyUH student portal, which students can use to view course schedules, including Systemwide online courses, link to orientations and tutorials, request transcripts, and access financial information. Additionally, students can register for courses online using the STAR GPS tool.

Analysis and Evaluation

The College offers comprehensive student support services both in-person, remotely (e.g., telephone and mail), as well as virtually (e.g., online) to ensure access to all students. The College also implements UHCC tools and resources to expand services for students. In an effort to improve services to current and prospective students, the College is embarking on focused outreach efforts as part of its Quality Focus Essay plan on Integrated Career and Academic Services.

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

The Student Life and Development Office oversees co-curricular activities on campus and the Student Life Coordinator is a member of the Association of Student Unions - International (ACU-I) and abides by their Code of Ethics. Although college faculty oversee student life and serve as club advisors, clubs and organizations are student-led and governed. Providing these co-curricular opportunities is aligned with the College's mission of preparing and supporting students individually and collectively to succeed in academic endeavors and engage in lifelong learning. The major elements of Student Life follow Board of Regents policies and include:

- Associated Students of the University of Hawai'i - Kaula'i Community College Student Government (ASUH-KCC SG) – The College's chartered student government, which also provides two representatives to the University of Hawai'i Student Caucus, the Systemwide association of all campus student governments; provides governance leadership training and development opportunities for students;
- Student Activities Council – The College's chartered student organization that plans co-curricular activities;
- Registered Independent Campus Organizations (N = 27) – Special interest groups reflecting the diversity of students, including academic, service, cultural, recreational, and religious student clubs (College Catalog).

Like other programs on campus, Student Life undergoes annual program reviews and five-year comprehensive review to monitor and evaluate demand, effectiveness, program outcomes, and adherence to the College mission, per RP 7.201. Additional data are obtained from student interest surveys that are administered every few

years (see 2017 Student Life Program Review), and an evaluation of longitudinal student participation/attendance data.

Authority is given to the UH President and delegated to chancellors to approve the budget for student organizations, per Board of Regent Policy 7.202 and Executive Policy 7.101. Currently a \$30 Student Activity Fee is collected from each student each semester, and is appropriated by the State to ASUH-KCC SG for the specific purpose of carrying out and achieving its educational responsibilities, programs, and related activities. The Student Activities Council is allocated a portion of the Student Activity Fee to plan and offer co-curricular activities. Both Student Government and the Student Activities Council are Chartered Student Organizations and their expenditures are compliant with all university policies and procedures.

There is no organized Intramural Athletic program at the College.

Analysis and Evaluation

Co-curricular programs are aligned with the College's mission and are designed to augment the educational experience with social and cultural opportunities for all students. The UH System has well-defined procedures on student organizations as well as fiscal controls, which apply to all universities and colleges in the System.

II.C.5

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

Evidence of Meeting the Standard

Upon enrollment, each student is assigned to an academic advisor according to his/her program of study in an effort to develop a continued, sustained relationship with a specific advisor. Advisors are engaged with program faculty and the curriculum process so that they understand all aspects of student educational planning, including major requirements, course sequencing, prerequisites, and scheduling issues. It is mandatory for new students to meet with an advisor and attend New Student Orientation (face-to-face or online) before registering for courses. During the initial appointment, the advisor and student clarify educational and career goals and develop an action plan utilizing an academic planner instrument. Besides course sequencing and registration, this planner allows for taking notes on life goals, career exploration, and transfer intent, which may require different courses depending on the institution. Advising is available to students throughout the year by appointment, email, or telephone.

In 2016, the College implemented the STAR Academic Essentials and STAR GPS registration programs, which are online planning and registration applications. Academic Essentials is an online advising tool that tracks the completion of program requirements. Prior to course registration, students identify the program of study or meta-major they will explore. STAR GPS then provides a template which outlines the sequence of program requirements to ensure timely completion.

Academic advisors stay current on best practices through professional development. They regularly attend the annual Academic Advising and Transfer Network conference. The UHCC System also holds an annual Spring conference, Hawai'i Student Success Institute, which brings together administration, faculty, and staff. These conferences provide opportunities for receiving and discussing information on upcoming initiatives, program and Systemwide updates, and learning about best practices in higher education from both national experts and colleagues within the Community College System. Individual counselors also attend professional development conferences pertaining to their specific program needs as well as college committees and meetings. For example, counselors attend program, division, and advisory board meetings, as well as, course scheduling and low-enrollment meetings to offer insights into curricular decision making.

The Student Success Coordinator, counselors, and advisors provide timely, useful, and accurate information about relevant academic requirements and available resources. This information is conveyed to students during one-on-one advising appointments and during the New Student Orientation. The New Student Orientation, offered both in-person and online, provides new students with information about:

- Academic expectations and progress standards
- Description of available programs, support services, and campus facilities
- Academic calendar and important deadlines
- Registration and overall cost of College attendance
- Available education planning services
- How to interpret English and math placement scores
- How to schedule classes, manage time, and calculate GPA
- Financial aid and scholarships
- Policies and procedures on transfer, graduation, and No Show/Drop policies
- Transferring to a four-year university

Analysis and Evaluation

Academic advising is the primary responsibility of the faculty counselors within the Counseling and Advising Office. The counselors hold weekly meetings to share and discuss the myriad of System and campus initiatives involving student success and campus academic issues as well as to provide updates on recently attended professional development. Academic advisors and admissions specialists from various programs throughout the System meet to share information about transfer opportunities and provide program updates. Financial support for System meetings is provided by the College and through the UH Foundation.

The UH System has adopted tools for clear navigation through the course registration process and presents easily understood program requirements and placement scores. Graduation certification is accomplished using the Academic Essentials evaluation tool, and remaining requirements are communicated to students in real-time when they login to the STAR GPS system. This system was initially piloted by selected programs at the College but was expanded to all students during the 2016-2017 academic year.

A STAR users group is closely examining important Systemwide implications such as course scheduling, program sequencing, course coding in Banner, STAR rules writing, and value to students in reducing time-to-degree. At the time of this writing, the College is advertising for a full-time counseling position that will have responsibilities for overseeing the STAR GPS system.

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16).

Evidence of Meeting the Standard

The College is an open admissions institution sanctioned by Board of Regents policy, which provides opportunities for the residents of Kaua'i to access higher education consistent with the College mission. The College's admissions policy is published in the College Catalog. Admissions criteria are also stated on the College's website.

Some of the College's associate degree programs have more stringent admission policies, which are approved by the Curriculum Committee and published in the College Catalog on the program page (e.g., Nursing) and on the College's website. These policies reflect external accreditation standards and/or clinical site requirements. The College also has some cohort programs with a cap on the number of students in a cohort. These programs admit students on a "first applied, first qualified" or "most qualified" basis.

The Counseling and Advising Office uses an academic planner instrument to help students develop customized academic plans to reach their goals, where course sequencing, schedule offerings, and prerequisites are considered. As noted in Standard II.C.5, the College recently implemented STAR GPS Registration, an online planning and registration tool developed by the UH System to guide students through their academic pathway. Graduation certification is accomplished using the Academic Essentials evaluation tool, and remaining requirements are communicated to students in real time when they login to the STAR system.

Analysis and Evaluation

The College follows publicized admission policies, including open admissions, that aligns with its stated purpose. Programs with more stringent admissions requirements are clearly stated in the College Catalog and on the College's website. Advising tools such as STAR GPS and the Academic Planner are employed by advisors to guide students through their educational pathway, which may include obtaining a certificate, associate's degree, or transferring to a four-year university.

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College is part of the University of Hawai'i System, which has an open admissions policy for all community colleges. Because the mission of our institution is to provide education to individuals with a high school diploma or GED, changes to the admission policy would only stem from a change in the overarching community college mission. Some academic programs have additional admission requirements, and these programs review their requirements annually to align with external accreditation, workforce trends, and/or advisory board recommendations.

System-approved placement test cut-off scores are particularly important in a multi-campus community college system where students may attend multiple campuses in a given semester. During the past five years, the English and math departments have reduced the time needed to complete the remedial and developmental English and math tracks. The College's math program was a system leader in the development of a non-STEM math pathway in addition to the traditional STEM pathway. The College partnered with UH Maui College to run a pilot for placement into college-level English and math using high school transcript information. The pilot grew into new alternative placement criteria that were adopted as part of the Systemwide redesign of developmental education. For students who do not meet the alternative placement criteria, the College utilizes the Accuplacer placement test. Placement testing information is available on the College's website.

Analysis and Evaluation

The College, along with the UHCC System, has adopted new placement methods as part of its recent developmental education redesign initiative. These methods were informed by a successful pilot project at the College and by a national conversation around alternative placement. The methods are under study by the Student Success Council, which includes input from mathematics and English faculty throughout the System. Initial findings from 2016-2017 data indicate that there has been an overall increase in students completing college-level English and math courses within the first year, including students who would have traditionally placed into courses below college-level. Ongoing changes to

optimize outcomes for students are expected as the redesign initiative continues. For example, math faculty at the College are involved in a System work group that is exploring replacing Accuplacer with EdReady. The benefits include vastly reduced cost and the ability to combine placement testing, test preparation, self-guided reviews, and a remediation plan into a single tool.

Standard 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. Banner and application records are backed up daily. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

In compliance with the University of Hawai'i Systemwide executive policy and administrative procedures, the College maintains student records securely and ensures backup of all files, per policy and procedure. As the record custodian of the College, the Admissions and Records Office stores all electronic documents and data on a secure drive. The drive is maintained and monitored by the College's Computer Services Department. Electronic student data is protected and securely stored in Banner. Access to Banner student information is available only to select individuals and requires approval from the campus data steward. The level of access to student data is determined by an individual's position and need for access. Social security numbers are restricted and not used to identify students. Instead, students are issued randomly generated student identification numbers when they are admitted into the UH System. Students also have access to a password-protected personal UH account that provides online services, including email and access to academic records.

All employees with access to personally identifiable information, per EP 2.215, are required to complete the UH Information Security Awareness Training. The training was developed to educate the UH community on the proper handling of sensitive information and UH policies and procedures related to protecting sensitive, personal and confidential information. In addition, individuals are required to sign the University of Hawai'i General Confidentiality Agreement, which is submitted to the Office of Research Services.

Student documents and data are retained for specific time periods as recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In compliance with the UH administrative procedures and Family Educational Rights and Privacy Act of 1974 (FERPA), policies for the release and withholding of student records are stated in the College Catalog and on the College's website. Students may request their academic records by submitting the Transcript Request Form inperson, by mail, or by fax. Transcripts may also be requested online through the National Student Clearinghouse.

Analysis and Evaluation

The College follows UH System policies on data storage, access to sensitive information, student records, data governance, and records management. For example, records in the student management system are safeguarded and social security numbers are not listed. The College hosted a training on updated UH data governance policies on February 14, 2018 and staff from Admissions and Records, Computer Services, Financial Aid, and Institutional Effectiveness were in attendance.

As another measure to ensure confidentiality, Admissions and Records and Financial Aid staff are required to attend FERPA training and webinars when made available. Recently, on December 7, 2017, these staff attended FERPA 101 Training, which was presented by the director of the Privacy Technical Assistance Center of the United States Department of Education.

II.C Evidence

II.C.	2018-2019 College Catalog
II.C.1-2	UHCCP 5.202 Review of Established Programs Policy
II.C.2-1	Student Support Services SLOs
II.C.3-1	Wellness Center Website Screenshot
II.C.3-2	Bookstore Website Screenshot
II.C.4-1	Student Union Code of Ethics
II.C.4-2	ASUH-KCC Constitution
II.C.4-3	RP 7.202 Chartered Student Government
II.C.4-4	RP 6.100 UH Student Caucus
II.C.4-5	Student Activities Council
II.C.4-6	RP 7.203 Independent Campus Organizations Student
II.C.4-7	Life CPR
II.C.4-8	RP 7.201 Student Organizations
II.C.4-9	EP 7.101 Delegation of Authority
II.C.4-10	Student Activity Fee
II.C.4-11	Fiscal Policies
II.C.4-12	Student Life Program Review
II.C.4-13	RP 7.202 Chartered Student Organizations
II.C.5-1	Programs Assigned to Advisors
II.C.5-2	Academic Advising and Trans. Network Conference
II.C.5-3	HI Student Success Institute
II.C.6-1	RP 5.211 Admissions
II.C.6-2	Degree Programs
II.C.6-3	Nursing Admissions on Website
II.C.7-1	English and Math Placement Pathway
II.C.7-2	Alternate Placement Criteria Memo
II.C.7-3	2016-2017 Placement Data Report
II.C.8-1	EP 2.214 Institutional Data Classification Categories

II.C.8-2	AP 7.022 Protection of Educational Rights and Privacy of Students
II.C.8-3	EP 2.216 Institutional Records management
II.C.8-4	EP 2.215 Institutional Data Governance
II.C.8-5	UH Information Security Awareness Training
II.C.8-6	Confidentiality Agreement
II.C.8-7	FERPA on the College Website (Screenshot)
II.C.8-8	Transcript Request Form
II.C.8-9	National Student Clearinghouse
II.C.8-10	FERPA 101 Training

Standard III: Resources

The institution effectively uses its human, physical, technology, 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

Criteria, qualifications, and procedures for selection of administrators, faculty, and staff are clearly and publicly stated. College employees are either Board of Regents (BOR) appointees or State of Hawai'i Civil Service employees. BOR appointees are categorized as Faculty, APT (Administrative, Professional, and Technical), or Executive/Managerial personnel, and are subject to classification and qualification rules established for these employees. Faculty, APT, and Administrators (Executive Managers) are required to complete an application form that details education, experience, and professional activities directly related to the position. Support staff, including clerical and grounds and maintenance staff, are State of Hawai'i Civil Service employees subject to civil service classification and qualification rules, as well as collective bargaining agreements.

The University of Hawai'i Community Colleges (UHCC) System developed hiring practices for all employee groups to assure appropriate experience, qualifications, and education. Faculty positions are written based on minimum qualifications that meet institutional and/or program accreditation standards, whereas APT positions are developed using the University of Hawai'i (UH) Position Description Generator to assure appropriate education and experience based on responsibilities, duties, and authority. All BOR appointed positions are publicly posted on the Work at UH website, which includes detailed directions on how to apply. Civil Service positions exist within the University as well as other state agencies; hence, their recruitment is controlled by the State Department of Human Resource Development (DHRD). As a result, Civil Service position descriptions must adhere to statewide job class specifications, and must be approved by the UH System Office of Human Resources before the two-step recruitment process can begin, which is to: 1) internally advertise to all Civil Service employees within the University through the Work at

UH website and 2) externally advertise by DHRD through the State's Civil Service Job Listing.

UH Systemwide administrative policy AP 9.540 describes the procedures for recruitment and selection of Faculty and APT personnel. These procedures ensure compliance with the University's hiring policies, affirmative action and equal employment opportunity guidelines, and its respective collective bargaining agreements. The System Director of Human Resources, Director of EEO/AA, or Campus EEO/AA Coordinator oversees the hiring unit/screening committee process, per the checklist attached to AP 9.540, to ensure a consistent process for vetting applicants.

The position description and list of duties/responsibilities are provided in all advertisements and describe the authority of the position as well as how it will serve the mission of the College. New positions and vacant positions are reviewed by the vice chancellor or director that oversees the area of the position to assure their alignment to the mission and strategic plan. New positions must be presented to College Council for priority ranking in the Annual Program Review Update process, whereas replacement of vacant positions are brought to College Council to seek a recommendation for allocation of funds to support its refilling.

Analysis and Evaluation

The College adheres to System recruiting and hiring policies and aligns positions with the College's mission and strategic priorities. The College clearly states authority, duties, and minimum and desirable qualifications in all job descriptions. Positions are publicly advertised and the Work at UH website describes the steps necessary to apply.

The College's hiring policies and practices lead to the hiring of well-qualified faculty, staff, and administrators. Results in the last Administrative Services Survey administered to students and staff in the fall of 2017 indicate high percentages of responding students and employees believed that the College had sufficiently qualified faculty (89% agreed), staff (86% agreed), and administrators (85% agreed) to effectively support its programs and services.

Action Item

The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the Administrative Services Annual Program Review Update (APRU).

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

Teaching faculty in any discipline must meet the minimum qualifications (MQs) set forth and published by the UH System. The MQs include degrees appropriate for the subject matter as well as professional and teaching experience. The MQs are the same for lecturers as for full-time faculty. The expertise of the hiring unit is employed to ensure that job descriptions are written to be aligned with student, programmatic, and institutional needs. Instructional faculty position descriptions are created using a template, which includes expected duties related to curriculum and assessment, and are reviewed by the Vice Chancellor for Academic Affairs (VCAA) to assure alignment with the College's mission and strategic plan.

Applicants for faculty positions are required to complete an application form that details degrees, education, courses taught, professional experience, and scholarly activities directly related to the position.

Analysis and Evaluation

The application process and required minimum qualifications provide the structure for the College to hire faculty that are skilled and knowledgeable in their discipline. Additionally, job descriptions for teaching faculty include the development and review of curriculum as well as the assessment of student learning.

In the Fall 2017 Administrative Services Survey, 98% of responding students and 84% of responding employees agreed that the College had sufficiently qualified faculty to effectively support its programs. This is indicative of a general sense throughout the campus that the College delivers effective instruction through faculty who are both qualified and capable.

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

Administrative positions responsible for educational programs and services are developed according to BOR Policy 9.212. The current administrators possess the minimum education and experience requirements detailed in their job descriptions.

Each academic division at the College has a faculty Division Chair. Chairs must be at least Rank 3 (Assistant Professor), as outlined in the University of Hawai‘i Professional Assembly (UHPA) Contract, KCCP 4-02, and University of Hawai‘i Community Colleges Policy (UHCCP) 9.237. Candidates for Chair are recommended by their academic divisions and selected by the Chancellor. These selection procedures are described in KCCP 4-08.

The current division chairs as of the spring 2018 semester hold the minimum rank, per policy, and teach in disciplines within their respective division. Additionally, each academic program at the College has a faculty Program Coordinator. Coordinators are nominated by their academic divisions and selected by the Chancellor for their expertise in the discipline and their ability to effectively manage the program, per KCCP 4-11.

Analysis and Evaluation

Administrators and employees responsible for educational programs and services possess the necessary qualifications to perform their duties to promote academic quality and institutional effectiveness.

In the Fall 2017 Administrative Services Survey, 89% of responding students and 83% of responding employees agreed that the College had sufficiently qualified administrators to provide the continuity of leadership necessary to achieve its mission and goals.

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

When the College recruits for a position, a screening committee (see III.A.1 and AP 9.540) is formed. The committee reviews all complete applications, checking that each applicant meets the minimum qualifications for the position. As part of this check, the committee examines any transcripts included in the application and verifies that degrees have been granted from institutions that are accredited by recognized U.S. accrediting agencies or that the candidate has included an equivalency review of their degree(s) by a recognized agency such as the National Association of Credential Services.

Before offering the position to an applicant, the relevant supervisor (e.g. the VCAA for teaching faculty positions) makes a final check of all credentials, including a check of degrees according to the rules described above.

Analysis and Evaluation

The College has a process to ensure that employees hold degrees from U.S. accredited institutions, or an equivalent non-U.S. institution. This requirement is stated on all UH job postings and degrees are checked by both the hiring committee and the relevant supervisor.

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

The College has a review process for each employee classification, which varies based on bargaining unit contracts and UH policy.

Employee Classification	Formal Procedures	Summary
Civil Service	Performance Evaluation Overview (restricted access)	Probationary employees are reviewed at six month intervals the first year, then every year thereafter. At the start of the evaluation period the employee must set working goals with the supervisor. At the end of the evaluation period, the employee and his/her supervisor will discuss the performance of the employee and confirm that the employee has met their goals listed at the start of the evaluation.
Faculty (Full-time and Lecturers)	Faculty Evaluations (KCCP 4-13)	Full-time tenure-track faculty are evaluated for contract renewal in years 2 and 4, and for tenure in year 5. Beyond tenure, promotion intervals are typically every 4 years. Faculty must submit performance reviews every 5 years if they

	<p>Tenure Promotion Guidelines and Application</p> <p>Probationary Contract Renewal Guidelines</p> <p>Non-Probationary Contract Renewal Guidelines</p> <p>Acting Instructor Contract Renewal Guidelines</p>	<p>have not submitted a successful promotion application within that time period.</p> <p>Non-tenure track full-time faculty are evaluated annually.</p> <p>Lecture faculty are evaluated annually if at rank A, biannually if at rank B, and quadrennially if at rank C. Lecturers must submit one peer evaluation to their division chair, results of student evaluations for all classes taught, a self-analysis of the degree of attainment of student learning outcomes in the classes taught, instructional strategies and their effectiveness in each course, and any planned actions as a result of evaluations and/or responses prior evaluation recommendations, if any.</p>
APTs	AP (Administrative Procedure) 9.170 - Administrative, Professional, Technical (APT)	APTs have annual performance evaluations each fall, or on the employee's anniversary during the 3-year probationary period. The Performance Evaluation is completed online and employees develop performance objectives in collaboration with their supervisor at the beginning of each evaluation cycle.
Executive/Managerial	Executive Policy RP 9.212	All EM personnel with at least six (6) months of continuous EM service by March 1st of the evaluation year are evaluated. EM evaluations are conducted on an annual basis to provide feedback regarding the achievement of goals and objectives, expectations, accomplishments, and overall performance. The evaluation includes specific metrics aligned with the College's strategic vision and the identification of goals and objectives to be accomplished in the coming year. The evaluations also include 360 evaluation

		by peers, subordinates, and external constituents.
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Analysis and Evaluation

The College has evaluation policies and procedures for all employee groups, which are structured to both assess the effectiveness of its personnel as well as promote professional growth and improvement.

Action Item

The Human Resources office will develop a list of review dates for APT evaluations to remind supervisors of review deadlines.

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.

Evidence of Meeting the Standard

Each academic program performs an Annual Program Review Update (APRU) along with a five-year Comprehensive Program Review that includes data on the number of faculty assigned to the program and the faculty-to-student ratio. During these reviews, if a program identifies a need for a new or replacement faculty or staff position, then the program or division submits the request through the APRU process. This process involves the ranking of positions and other budgetary requests based on a rubric that aligns with the campus strategic plan goals and for whether data demonstrates the need for the position. Requests that rank highest based on the rubric and availability of funds are reviewed by the Chancellor prior to final approval. The Faculty MQs Guidelines assure that qualified faculty are hired to fill any new or vacant position.

The College's academic divisions can hire lecturers to fill additional teaching duties when necessary. However, the College employs more regular faculty than lecturers, and the number of lecturers employed per academic year has generally been decreasing since the 2012-2013 academic year (AY).

	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17
Full-time Faculty	79	80	77	75	80
Lecturers/Part-time	50	51	40	32	32

Analysis and Evaluation

As noted in Standard I, one of the College's mission practices is to deliver educational opportunities on campus in small classes. One of the College's unique features is its low student-to-faculty ratio, which has held steady near 12:1 over recent years. The College's program review process incorporates an analysis of student-to-faculty ratios in each program. As of the 2016-17 academic year, no program had more than 50 student majors per faculty.

In the Fall 2017 Administrative Services Survey, 96% of responding students and 81% of responding employees agreed that the College maintains a sufficient number of faculty to effectively support its programs. This is indicative of a general sense throughout the campus that the College employs enough faculty to consistently deliver effective instruction.

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

All faculty, including lecturers, are evaluated per policy and provided an orientation, integration into campus life, and have opportunities for professional development.

Orientation: All new full-time and part-time faculty are encouraged to participate in New Faculty and Staff Orientation, which occurs at the beginning of each academic year during the Welcome Back Week. These orientations disseminate information such as New Faculty and Staff Handbooks, ethics and other policies, a campus directory of employees and

services, and the College mission and strategic priorities. Additionally, team building and other professional development activities are offered to new employees to assist in campus life assimilation.

In addition, each academic division is responsible for integrating lecturers into the division and providing continuous mentoring and support to lecturers. Lecturers with a workload greater than 7.5 teaching equivalencies in a semester are part of the faculty collective bargaining unit, are considered voting members of their academic division or unit, and are constituents of Faculty Senate.

Evaluation and oversight: All lecturers, whether full-time or part-time, are subject to evaluation and must hold the same academic qualifications as full-time faculty, per UHCCP 9.104 and KCCP 4-13. Evaluation frequency depends on the employment level of the lecturer (A: Entry, B: Intermediate, or C: Senior). Minimally, reviews occur once per year, once every two years, or once every four years for step A, B, and C lecturers, respectively. All lecturer evaluations must include one peer review, all student evaluations of teaching, and a self-analysis covering student attainment of learning outcomes, effectiveness of teaching, an analysis of evaluations, and responses to prior evaluation recommendations.

Professional development: The College offers training opportunities both face-to-face and via webinar. These are organized by the Professional Development Coordinator and are listed on the Professional Development website. Training opportunities are available to all faculty, including lecturers (part-time and full-time). Lecturers may also apply for UH Foundation funds for monetary professional development support (see III.A.14 for more details).

All lecturers are invited to campus-wide faculty meetings, ‘ohana gatherings, and professional development events. Attendance is optional.

Analysis and Evaluation

The College adheres to lecturer hiring policies and practices, which include formal evaluation. To help coordinate evaluation of lecturers, the VCAA provides a list of all lecturers along with their level to all division chairs.

Although lecturers are invited to meetings, professional development, and campus community events, a challenge regarding participation is that they often have other employment and cannot always take the time off from their other job(s). Although they cannot replace all of the face-to-face opportunities for involvement at the College, webinars and other “at-your-own-pace” training opportunities that are offered may be the best way for some busy lecturers to stay engaged in professional development.

Action Item

The College will create a guide for orienting and mentoring lecturers.

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

(Note that in some areas that may typically be considered ‘staff, Kaua‘i Community College’s employees are classified as faculty. For clarity, these employees will be discussed in this standard.)

Sufficient support staff is essential to maintain effective campus operations (College Organizational Chart). Annual Program Review Updates are performed by each program or department to review its indicators for health, demand, effectiveness, and efficiency. Through this process, if the need for new or additional personnel arises, a position request is generated and submitted to College Council. College Council ranks all position requests, along with other budgetary requests submitted during the program review process, and they are funded according to their priority ranking and the availability of resources. The Office of Human Resources ensures that all personnel hired on campus meet the minimum qualifications for the position.

Analysis and Evaluation

Support staff at KCC is sufficient in number with qualified individuals for the effective operation of the College’s educational, technological, physical, and administrative functions. This assertion is supported by survey results. The Fall 2017 Administrative Services Survey, examined both the quantity and quality of support staff necessary to support the College’s programs and services. In terms of quantity, 93% of responding students and 85% of responding employees agreed that the College had a sufficient number of staff to effectively support its programs and services. In a similar question on quality, 96% of responding students and 80% of responding employees agreed that the College had sufficiently qualified staff to effectively support its programs and services.

During the 2017-2018 program review process, several areas identified the need for additional support staff. One area was Institutional Effectiveness, which was developed into a unit as of January 2017. One responsibility of this unit is marketing and outreach, which includes maintaining the College’s website. The current Webmaster is partially grant-funded and the need for institutionalization of the position became apparent as the new website was being developed to not only meet Americans with Disabilities Act (ADA) requirements but also UH System guidelines. This request was ranked number one by College Council and will be advertised in early 2019 before grant funds are depleted.

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 currently employs six executive managers (administrators). While no formal administrative staffing ratios have been established, the staffing levels for executive/managerial employees are reviewed and compared across the Colleges and approved by the Board of Regents (BOR), per the UHCC Functional Map.

All administrators are qualified with the appropriate preparation and expertise for the positions they hold in accordance with EP 9.205, which states the minimum qualifications in academic managerial and executive positions (see STD III.A.3 for incumbent administrators' qualifications). Executive Manager job descriptions are written to assure the positions align with the College's mission.

Analysis and Evaluation

The College maintains a sufficient number of qualified administrators that is on par with other community colleges in the System (e.g., 2-3% of employees). In the Fall 2017 Administrative Services Survey, 90% of responding students and 84% of responding employees agreed that the College had a sufficient number of qualified administrators to provide the continuity of leadership necessary to achieve its mission and goals. Although the College has the lowest enrollment within the UH System, it still must provide the same level of academic quality and support services as the other campuses. Nevertheless, the College is currently the only campus in the System with no academic deans, which is inconsistent with UHPA contract provisions for faculty evaluations. Hence, in 2017, the VCAA submitted an APRU request to establish an academic dean position, which was ranked number 16 out of the 25 total requests that were approved and funded. However, due to a number of concerns raised by faculty about the addition of this position, the College spent the 2017-2018 academic year evaluating the need for the position. This evaluation was conducted by a task force, convened by the Chancellor, which was comprised of the VCAA, the chair of Faculty Senate, and a faculty representative from each academic division. Furthermore, the Chancellor shared and discussed the results of the task force with College Council prior to making her decision, which was ultimately to approve it and make a request to the UHCC System for this additional executive position.

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.

Evidence of Meeting the Standard

Personnel policies and procedure are published at multiple levels. These include Board of Regents Policies, Administrative Procedures, UHCC System policies, and the College's Makaloa Policy, which supports the Systemwide Hawai'i Papa O Ke Ao Plan that promotes placing Native Hawaiians in decision making-roles at every level. Systemwide policies and procedures are publicly posted on the UH System's Policies and Procedures Information System (PPIS), whereas college policies are made available to employees electronically via CampusDocs. Additionally, collective bargaining agreements govern personnel actions for the covered employees, which are available electronically on the respective bargaining unit's website.

A checklist and description of evaluation policies and procedures for each non-faculty employee group is available to UH employees on the Performance Evaluation System website. Faculty evaluation guidelines are detailed in UHCCP 9.104 and KCCP 4-13. These policies and procedures were developed to promote equity, fairness, and consistency of performance evaluations.

Finally, all posted University of Hawai'i position descriptions include a statement summarizing the Systems policies on fairness and equity regarding applicants and personnel: "The University of Hawai'i is an equal opportunity/affirmative action institution and 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, domestic or sexual violence victim status, national guard absence, or status as a covered veteran."

Analysis and Evaluation

The College employs a Human Resources (HR) Manager and Office Assistant to not only serve as the EEO/AA Manager, but also guide supervisors on the proper administration of all personnel policies. The HR Manager also provides training to hiring committees and reviews interview questions prior to any interviews to ensure compliance with equal opportunity and affirmative action requirements. The collective bargaining agreements, along with publicly published policies and procedures, define the process for fair and equitable treatment of employees.

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

A formal EEO/Affirmative Action analysis is conducted by the UHCC System office on a regular basis and is incorporated into the recruitment/hiring processes. Each UH Community College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary. The College's analysis and plan is available for inspection in the HR Office.

In accordance with federal contractor requirements, the OVPCC Director of Equal Employment Opportunity and Affirmative Action Director of EE)/AA develops annual affirmative action plans (AAP) for the seven UH Community Colleges. These plans cover minorities, women, protected veterans, and individuals with disabilities. The Director of EEO/AA works closely with assigned EEO/AA Coordinators at each campus to monitor and oversee employment practices. These include:

- recruiting and hiring decisions,
- reviewing job announcements,
- reviewing employment areas for underrepresentation,
- monitoring recruitment,
- ensuring equitable treatment of applicants,
- assembling diverse screening committees,
- briefing search committee members on recruiting practices including nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews, and
- receiving, investigating, and resolving complaints.

Policies and practices promoting understanding of equity and diversity: The UH System has developed policies, procedures, and statements that govern all University of Hawaii Community College campuses, such as Anti-Discrimination, Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking, Consensual Relationships, Disability Access, and Recruitment and Hiring. The UH Human Resource department makes this information available to its employees with brochures and posters, as well as via email blasts.

Employment equity tracking and analysis: The UH System has an Applicant Data system, which is an online human resources program that performs functions such as:

- informing applicants that their application has been received,
- surveying and analyzing applicant sex, ethnicity, veteran, and disability status for federal EEO reports by authorized users,
- tracking the screening process, and
- prompting hiring units to adhere to EEO guidelines.

Analysis and Evaluation

The UH System has developed Equal Opportunity policies and procedures that guide all campuses to support diverse faculty and staff. Aggregated data on faculty and staff diversity

is provided by the UH Institutional Research and Analysis Office each fall semester. The effectiveness of the EEO/AA Plan and the College's adherence to its mission of welcoming and valuing diversity is assessed annually during the annual program review process. The College has followed its EEO/AA plan, and the number of EEO complaints and/or investigations has been two or less annually since the last reaffirmation of accreditation visit.

Additionally, in spring 2018, the College began including a new desirable qualification on all appropriate position descriptions: "Commitment to, knowledge of, and/or experience with the UH mission to be a premier indigenous serving higher education System." This highlights the College's strategic goal of strengthening itself as an indigenous-serving institution and also aligns with KCCP 2-2, the campus-specific hiring policy, which was developed to ensure the interests of Native Hawaiians are duly represented in the College's recruitment process.

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

Board of Regents Policy RP12.201 sets forth ethical standards of conduct for all employees, whereas the University of Hawai'i Community Colleges Policy UHCCP 5.211 provides a detailed ethics policy for faculty that is based on the American Association of University Professors statement of ethics. The Chancellor ensures all new hires receive this policy by including a copy in the Faculty and Staff Handbook. Beginning in the 2018-2019 academic year, a printed copy will be incorporated into the new hire paperwork provided by the Human Resources Department.

UH Policy EP 12.214 deals with conflicts of interest. It contains a form for reporting potential conflicts, as well as procedures for how to deal with them and consequences for failure to disclose conflicts. Furthermore, all employees of the College are encouraged to complete state ethics training. As detailed in this training, consequences of ethics violations are based on current State law.

Analysis and Evaluation

The College upholds standards of ethical conduct established by the University of Hawai'i System. Consequences of violating ethics policies are stated in the policies. The State of Hawai'i offers annual ethics trainings, and members of the College are encouraged to attend.

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

The College has a full-time Professional Development (PD) Coordinator whose primary responsibility is to facilitate PD activities for the faculty and staff, including budgeting and evaluation of PD programs. The PD Coordinator is responsible for developing a three-year PD plan for the campus, based on input from faculty and staff, consideration of student learning outcomes assessment data, and the College's mission and goals. The planning process consists of surveying faculty and staff in a variety of ways periodically to identify areas of need. After receiving this information, the PD Coordinator categorizes the feedback and prioritizes training to address these needs.

Professional Development offers a variety of training and support to both faculty and staff. These trainings include, but are not limited to, sessions on using various UH and KCC-specific services (e.g., Google's suite of applications, Laulima LMS, LiveText Via, Zoom video conferencing, assessment best practices, crafting good rubrics, drafting measurable learning outcomes, etc.). It also includes supporting staff with training and troubleshooting assistance with classroom equipment, which can include computers, projection equipment, software, etc.

PD also provides support to instructional staff who are interested in improving the overall design of their face-to-face and distance courses by discussing best practices in regards to pedagogy and curriculum design. The PD Coordinator has worked with the Assessment Coordinator on assisting faculty and staff with assessment plans, rubric building, drafting outcomes, data analysis, and closing-the-loop. The PD Coordinator also works closely with colleagues throughout the UH System to ensure Kaua'i Community College faculty and staff have access to Systemwide PD opportunities, such as conducting focus groups and online education resources.

Professional development sessions also have included group and panel discussions on best practices in teaching and in managing Early College courses. Two outcomes from this discussion have been improvements in the Early College enrollment process and greater clarity on the respective roles of the College and high school teachers collaborating on the course.

The PD Coordinator creates and implements the new faculty and staff orientation program every year. The program invites new faculty and staff to participate in monthly meetings that focus on assisting new staff to adjust to working at KCC. The program culminates in a multi-day retreat at the Waipa Foundation grounds located on the north shore of the island. This retreat exposes participants to Native Hawaiian culture, language, and traditional practices, as well team building exercises and community service projects.

Attendance lists for activities are kept to measure the number of participants. Organized professional development activities are followed-up with surveys to determine whether or not the activity fulfilled the participants' needs and to continuously improve offerings. Suggestions for future PD offerings are also solicited.

Professional development is a key component of the contract renewal, tenure, and promotion processes for faculty at the College. Applicants must discuss their recent PD activities and explain how each activity contributed to their ability to serve the College. The PD Coordinator also works with faculty who are going through the tenure and promotion process to assist them with drafting and revising their dossiers. This assistance is done on an individual and group basis.

In addition to the activities of the PD Coordinator, the College supports professional development by funding travel, lodging, registration, and other costs for faculty and staff to attend trainings, webinars, conferences, and other PD events. Employees of the College have attended numerous intra- and inter-state trainings and conferences. For example, 27 faculty and staff attended the Hawai'i Student Success Institute conference at the Hawai'i Convention Center in Honolulu on March 28, 2018. Another group of three attended the renowned Hawai'i National Great Leaders Seminar held on the Big Island of Hawai'i in February of this year. Also, three faculty and two administrators attended the Achieving the Dream conference 2018 in Nashville, Tennessee.

The College provides a total of \$5000 in annual funding to each instructional unit to use at their discretion for professional development and provides faculty and staff members the opportunity to apply for additional funding from the UH Foundation and the Edward T. White Memorial endowment (more commonly known as the Ed White Fund) to support professional development. As of April 27, 2018, the Ed White Fund's balance of expendable cash was \$87,217. Moreover, tenured faculty with six years of full-time creditable service are eligible to apply for sabbatical, which can be utilized for professional development.

The College also provides tuition waivers of up to six credit hours to employees working at least 50% time to promote and support their continued education by taking any courses offered by the University. Faculty and staff can also take non-credit professional development courses through the Office of Continuing Education and Training. For example, the Chancellor allocated funding for a select number of faculty and staff to take Hawaiian language courses at no or reduced cost during the last two academic years.

The UH and UHCC Systems also provide several leadership training opportunities that employees of the College may apply to attend. These include the annual Hawai'i National Great Teachers seminar, Wo Learning Champions, Community College Leadership Champions, and President's Emerging Leaders Program.

Analysis and Evaluation

The College plans for appropriate professional development for its employees. It supports a Professional Development Coordinator position to assist in the planning and implementation of professional development events, both on an individual basis and for large-scale events. The College also supports employees in seeking their own professional development opportunities, including providing access to UH Foundation funds that may be used for travel to conferences and trainings.

Professional development at the College is planned and coordinated with the mission and goals in mind, and with input from its employees. Faculty and staff can suggest topics for professional development in a variety of ways, including a comment form on the PD webpage, through post-session surveys, and by communicating directly with the PD Coordinator. In the fall of 2012, after meeting with interested divisions and units, the PD Coordinator determined the priority areas of need as technology, interpersonal relations, and distance education. Therefore, events were planned and conducted in these areas. For example, in the Spring 2014 semester, the PD Coordinator and a science faculty member escorted the clerical and operations and maintenance staff to the National Botanical Gardens in Kalaheo on Excellence in Education Day for a retreat to discuss their professional development goals and to improve camaraderie. One outcome of this retreat was that the clerical staff committed to reconvening the Clerical Council on campus.

However, by the fall of 2016, the priority needs had changed slightly. Technology was still a priority, but the emphasis shifted to using LiveText C1 (and eventually LiveText Via) for tracking assessment data. Also, since the College was shifting more focus to program-based assessment, trainings and meetings discussing best practices in assessment were held throughout the 2016-2017 and 2017-2018 academic years.

The College uses event surveys to evaluate a variety of aspects of each training. Participants are asked to rate the quality of information, the effectiveness of the presenter, and more generally their overall impressions of the session. These results help the PD Coordinator fine-tune event offerings. For example, survey results from a recent Google Suite training suggested that the information was “too basic” and participants wanted to cover more advanced features, specifically in Google Sheets. Hence, the PD Coordinator is planning advanced Google Suite training in partnership with the Office of Continuing Education and Training in the upcoming academic year. The PD Coordinator also discusses survey results with trainers to help them improve.

Action Item

The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College.

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

UH Administrative Procedure A9.075 establishes procedures for the maintenance of official personnel files for all BOR-appointed employees, and identifies the documents to be included therein. These personnel files are maintained in locked filing cabinets in the One Stop Center office 106 H.

Depending on the employees' bargaining unit, official records may be housed elsewhere. For instance, United Public Workers (UPW), Hawai'i Government Employees Association (HGEA), and Executive Employee official records are housed on the island of Oahu in the University of Hawai'i Human Resource Office, and require additional steps for retrieving and viewing. Regardless of where these records are located, all requests to view the records are initiated in the College's Human Resource Office.

Employees records are kept and destroyed according to the State of Hawai'i - Accounting and General Services, Archives Division Administrative Records, General Records Schedule No. 1, 2002.

Analysis and Evaluation

The College maintains personnel records securely and confidentially, following UH System procedures and agreements with collective bargaining entities. All employees have access to their personnel records.

III.A. Evidence

III.A.1-1	Faculty, APT, and Executive Employment Application
III.A.1-2	Faculty Minimum Qualifications (MQs)
III.A.1-3	Work at UH Website Screenshot
III.A.1-4	State of HI Civil Service Job Listing Screenshot
III.A.1-5	AP 9.540 Recruitment and Selection of Faculty and APT
III.A.1-6	2017 Administrative Services Survey
III.A.2-1	Faculty Job Description Template
III.A.3-1	BOR 9.212 Executive/Managerial Classification and Compensation Table of
III.A.3-2	Current Administrator Qualifications
III.A.3-3	UHPA Contract
III.A.3-4	KCCP 4-2 Division Chairs
III.A.3-5	UHCCP 9.237 Teaching Equivalencies
III.A.3-6	KCCP 4-8 Division Chairs Selection Procedures
III.A.3-7	Rank and Discipline of Current Division Chairs
III.A.3-8	KCCP 4-11 Program/Discipline Coordinator Selection Procedures AP 9.540
III.A.4-1	Recruitment and Selection of Faculty and APT
III.A.5-1	Civil Service Performance Evaluation Overview
III.A.5-2	KCCP 4-13 Faculty Evaluations

III.A.5-3	Tenure/Promotion Guidelines and Application
III.A.5-4	AP 9.170 APT Employee Performance Evaluations Probationary
III.A.5-5	Contract Renewal Guidelines
III.A.5-6	Non-Probationary Contract Renewal Guidelines
III.A.5-7	Acting Instructor Contract Renewal Guidelines
III.A.7-1	Student-to-Faculty Ratio Table
III.A.8-1	Team Building Example for New Faculty
III.A.8-2	Professional Development Activities for New Faculty UHCCP
III.A.8-3	9.104 Lecturer Evaluations
III.A.8-4	Integration of Lecturers by Division Table
III.A.8-5	Professional Development Website Screenshot
III.A.9-1	Number of Support Staff Table
III.A.9-2	College Organizational Chart
III.A.10-1	UHCC Functional map for KCC
III.A.10-2	EP 9.205 MQ Requirements for Academic & EM Personnel
III.A.10-3	Percentage of Administrators at each UHCC Table
III.A.10-4	UHPA Contract Article XII.G
III.A.11-1	Board of Regents Policies Screenshot (Personnel)
III.A.11-2	KCCP 2-2 Makaloa Hiring Policy
III.A.11-3	Papa O Ke Ao Plan
III.A.11-4	Performance Evaluation System Screenshot
III.A.12-1	EEO/Affirmative Action Analysis
III.A.12-2	OVPCC Annual Affirmative Action Plans
III.A.12-3	EEO/AA Coordinators
III.A.12-4	UH Equity and Diversity Policy
III.A.12-5	UH Equity and Diversity Procedure
III.A.12-6	UH Equity and Diversity Statement
III.A.12-7	Anti-discrimination
III.A.12-8	Sexual Harassment
III.A.12-9	Sexual Assault/Domestic Violence/Dating Violence/Stalking
III.A.12-10	EP 1.203 Consensual Relationships
III.A.12-11	Disability Access
III.A.12-13	EEO/Affirmative Action Brochures and Posters
III.A.12-14	UH Application Data System
III.A.12-15	Aggregated Faculty and Staff Data (Annual)
III.A.12-16	EEO Complaint/Investigations Table
III.A.13-1	RP 12.201 Ethical Standards of Conduct
III.A.13-2	UHCCP 5.211 Statement on Professional Ethics AAUP
III.A.13-3	Ethics Statement
III.A.13-4	EP 12.214 Conflicts of Interests and Commitment
III.A.14-1	Professional Training and Support Examples
III.A.14-2	Best Practices on Pedagogy and Curriculum Design PD
III.A.14-3	Focus Group Training
III.A.14-4	Professional Development Surveys

- III.A.14-5 HI Student Success Institute
- III.A.14-6 HI National Great Leaders Seminar
- III.A.14-7 Achieving the Dream Conference
- III.A.14-8 KCCP 4-9 Tuition Waivers for Faculty and Staff
- III.A.14-9 HI National Great Teachers
- III.A.14-10 WO Learning Champions
- III.A.14-11 Community College Leadership Champions
- III.A.14-12 President's Emerging Leaders Program
- III.A.14-13 PD Comment Form (electronic)
- III.A.14-14 PD Post-Session Survey
- III.A.14-15 PD Exit Surveys
- III.A.15-1 AP A9.075 Personnel Records
- III.A.15-2 State of HI Accounting and General Services Records Schedule

III.B Physical Resources

III.B.I

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

Although KCC is part of the UH System, it operates as a sole campus at only one location. The campus resides on 200 acres and consists of 40 buildings and structures totaling approximately 300,000 gross square feet. Facilities are maintained to provide a healthy and safe learning environment. The buildings, facilities, walkways and parking lots meet OSHA safety standards and ADA compliance. The campus receives support from the University of Hawai'i Community College System's Environmental Health and Safety Officer who provides semi-annual trainings and inspections on hazardous material safety and injury prevention. Contracted services are used for elevator maintenance, fire alarm systems, fire extinguisher maintenance, automatic door maintenance, HVAC system, and vehicle maintenance. The College has five Automated External Defibrillator (AED) kits and 11 surveillance cameras that are monitored by campus security. State and county agencies also inspect new and renovated facilities during their completion for adherence to county building and fire codes, as well as federal handicap accessibility requirements. Since November 2016, the campus has been staffed by its own 24-hour Campus Security personnel and doors were re-keyed in 2016 to enable lockdown in the event of a threat to the safety of people on campus.

The campus was built to accommodate 1,500 FTE students. However, the College has never enrolled more than 900 FTE students, so there is adequate room to grow in terms of classroom and parking space. As a result, neither faculty, staff, nor visitors are charged for parking on-campus.

To respond to the needs of physical maintenance requirements of the campus, the Operations and Maintenance Department, housed under Administrative Services, is staffed with one Facility Manager, eight Janitors, five Groundskeepers, three Building Maintenance staff, and one Office Assistant. This 18-person department maintains the entire campus. In fall 2017, a new work order system was implemented to meet the needs of campus personnel by centralizing and tracking orders electronically. Campus members can request IT/media services, janitorial services, grounds services, and custodial services via the College website. The College has a standing Campus Safety and Operations Committee whose mission is to maintain a safe campus environment conducive to learning. The Committee discusses campus safety, construction and maintenance of facilities, and the utilization of space. Issues may be brought to the committee by individuals, divisions, student groups, or units. Recommendations from the committee are submitted directly to the Chancellor.

Analysis and Evaluation

The institution maintains safe and sufficient physical resources through the work of the Operations and Maintenance unit, the Campus Safety and Operations committee, a centralized work order system, and support from the UH System Environmental Health and Safety Officer.

Periodically, Administrative Services surveys students and College employees to evaluate its performance. Relevant responses to the Fall 2017 Administrative Services Survey regarding buildings, grounds, and safety are below.

Statement	Respondents	Respondents who agree
KCC's buildings and grounds provide spaces that meet your learning needs.		
Buildings	Students	91%
Grounds	Students	93%
KCC's buildings and grounds are clean and well maintained.		
Buildings	Students	100%
Grounds	Students	100%
KCC's physical facilities support an effective learning and working environment.		
Learning	Employees	88%
Working	Employees	91%

KCC's facilities are clean and well maintained.		
Learning	Employees	97%
Working	Employees	97%
KCC's Security Officers provide prompt and courteous service.		
Prompt	Combined	85%
Courteous	Combined	87%
I feel safe at KCC.	Combined	96%
I know what to do in the event of an emergency on campus.	Combined	91%

These results show that the vast majority of responding students and employees believe the campus has safe and sufficient physical resources that are well maintained to ensure a healthful learning and working environment.

Action Item

Service outcomes will be developed for Operations and Maintenance prior to the fall 2018 semester.

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

Since the last ACCJC Self Evaluation Study, the campus has continued to expand its facilities by renovating and improving original (circa 1976) and later-constructed structures, as well as building new facilities, to meet current safety regulations, ADA compliance, and the College's mission. For example, the Learning Resource Center was renovated in 2016, the Fine Arts building was renovated and expanded in 2017, and the Performing Arts Center is currently under current renovation. The Project List summarizes projects that were completed over the last 5-years and also projects that are currently funded.

Construction of new facilities is done in alignment with the College's Long Range Development Plan (LRDP), which was last updated in 1999. The College is currently in the process of updating its LRDP and expects it to be completed by the end of the fall 2018 semester. This updated plan envisions future needs and opportunities for the growth of the College to better serve its mission and surrounding community. Building and infrastructure maintenance is guided by the UH System capital renewal and deferred maintenance program that uses the Facilities Renewal Resource Model (FRRM).

Programs and units at the College use their Comprehensive Program Reviews and Annual Program Reviews to analyze and voice their facilities and equipment needs. The APRU funding process determines which requests will be supported.

In the Fall 2017 Administrative Services Survey, 90% of responding students and employees agreed that the College's physical resources meet their learning or working needs. This is an overwhelming indication of a general sense throughout the campus that the College has invested in and effectively utilizes the facilities and equipment necessary to support its programs and services.

Analysis and Evaluation

As reflected in the Project List, since the last accreditation visit the College has completed over \$16 million in facilities renovations, is in the process of completing projects valued at almost \$9 million, and has secured roughly another \$9 million of funding for additional building renovations. The College continually assesses its facilities and infrastructure, prepares both short- and long-term maintenance and development plans, and acquires the funding needed to maintain the physical infrastructure necessary to support its programs and services and achieve its mission.

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

Equipment and infrastructure within campus facilities are evaluated on an annual basis by instructional programs and other campus units through the Annual Program Review process. Each program or unit identifies facilities and equipment needs, supported by data collected independently (e.g., copier use) or from the UHCC System (e.g., ARPD), and makes requests through action plans for improvements that support the College's mission, strategic priorities, and/or campus strategic goals.

In addition, a study of classroom utilization was conducted in 2016 by Ad Astra, a consultant contracted by the UHCC System, who prepared a Capacity Analysis

for the College, as well as other supporting and summary documents. The results of the study showed that the campus' 48 classrooms had an overall use rate of 46% during normal operating hours (2014 data). Hence, the campus has ample room to support enrollment and programmatic growth over the near term.

Analysis and Evaluation

The College uses its robust annual review process to identify equipment and other infrastructure needed by programs and units. In addition, Administrative Services surveys students and staff to further identify areas for improvement and evaluate the adequacy of facilities and equipment. As a result, the College's deferred maintenance project list has consistently remained at manageable levels through the combined and concerted efforts of the College as a whole.

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

The College is currently in the process of updating its Long Range Development Plan (Current LRDP). The New LRDP Draft Site Plan will guide and direct the physical form and character of the campus for the next 10-15 years. The plan is being developed in partnership with PBR Hawai'i and Associates, Inc. Highlights of this plan include the building of a photovoltaic field to generate electricity for the campus and support the College's sustainability strategic priority. Renovations are identified for faculty office buildings and to relocate the Hawaiian Studies department. New facilities envisioned to support growth include an Innovation Center, new Health Sciences building, new weight room, and student housing. Having a current LRDP allows the College to request funding for new facilities identified in the plan to support enrollment growth and/or program expansion.

Additionally, the College uses its facilities capital renewal forecasts (FRRM) to help guide its reinvestment in its existing facilities. According to the model, the College has a current backlog of deferred maintenance of \$1.7 million, which it plans to reduce down to less than \$1 million by the end of fiscal year 2020.

Lastly, the College projects the cost of ownership and plans for additional expenses through the APRU process. The VCAS attends annual System meetings with other UHCC System representatives. A Systemwide project priority list is created and submitted to the State Legislature which must approve funds for capital improvement.

Analysis and Evaluation

The College is currently updating its LRDP to better align with its current strategic priorities and goals. Although still in draft form, this update includes a number of capital improvements to support the stated purpose and goals of the institution. For example, in order to reinforce the College as an indigenous-serving institution the Hawaiian Studies department would be relocated from its current 2,000 square foot, wood-frame building located towards the back of the campus to an existing concrete building with 14,000 square feet of usable instructional and office space located at the entrance of the campus. In addition, in response to the UH Modern Teaching and Learning Environment goal, the draft plan incorporates new construction and renovations to support the Health Sciences programs, student and faculty interaction, OCET, and even on-campus student housing. Moreover, to support the UH Hawai'i Innovation Initiative goal, the draft plan adds a 14,000 square foot Innovation Center that will bring together students, faculty, staff, and the community in a collaborative setting to develop innovative and practical solutions to the problems faced by our community. Lastly, the draft plan will envision the transformation of approximately 40 acres of unused agricultural lands into a teaching and learning environment representative of the College's commitment to place-based education.

Until the University System eliminates, or at least significantly reduces, its approximately \$600 million of deferred maintenance, it will continue to operate under a general new construction moratorium. However, once the prohibition is lifted the APRU resource allocation process used by the College to prioritize all resource requests, including the acquisition of new facilities and equipment, will ensure that the total cost of ownership is considered.

III.B Evidence

- III.B.1-1 Work Order System
- III.B.1-2 Campus Safety and Operations Committee
- III.B.2-1 KCC Project List
- III.B.2-2 Long Range Development Plan
- III.B.2-3 Facilities Capital Renewals Forecasts (FRRM)
- III.B.2-4 List of APRUs and CPRs completed 2017
- III.B.3-1 Example of ARPD and Screenshot of Site
- III.B.3-2 Ad Astra Classroom Utilization Report Kaua'i
- III.B.3-3 Capacity Analysis
- III.B.3-4 Deferred maintenance List
- III.B.4-1 New Long Range Development Plan (Draft)

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 College has a Computer Services unit, housed within Administrative Services, that is staffed by four Information Technology (IT) Specialists who collectively support the technology resource needs of the campus. This includes the campus' data network, servers that host the College's electronic data and website, approximately 700 computers and related equipment, a multitude of software applications, instructional technology in 40 classrooms, interactive television and Polycom® equipment in four classrooms, audio-visual equipment, and centralized copier equipment.

The Information Technology Advisory Committee (ITAC) identifies, assesses, and recommends the instructional and support technology necessary for the campus to achieve its mission. The Committee recently updated its campus Technology Vision Plan based on the 2017 University of Hawai'i Information Technology Services Strategic Plan. Classroom technology and educational equipment needs are developed at the program/division level and are reviewed by ITAC to ensure compatibility with current technology systems. Small purchases (under \$3,000) are made by divisions or units from their individual budgets. Larger purchases are reviewed by College Council, with consideration of ITAC's input, during the program review process to assess alignment with the College's mission and strategic goals. The College has numerous software tools and applications to serve its programs and units.

Analysis and Evaluation

The College has sufficient technology resources to support its academic programs, student support services, and management and operational functions. ITAC periodically conducts surveys of students and employees to help assess the College's technology needs, and reviews technology purchase requests to ensure currency and compatibility with existing resources. Administrative Services also conducts surveys to determine how well technology needs are being met, and the most recent survey shows that campus technology users generally find resources to be sufficient.

Results of the 2017 Administrative Services Survey indicate that 84% of students and employees believe KCC effectively deploys technology across the campus to develop, maintain, and enhance its programs and services. Seventy-six percent of the same group reported that that "instructional technology used in my classrooms meet my learning or instructional needs," whereas 81% of respondents agreed that KCC uses technology to effectively support communication and sharing of information across the campus.

Results of the survey indicate that the area with the largest room for improvement is classroom technology, and as described below in Standard III.C.2, the College is upgrading technology in 20 classrooms, which is approximately 40% of the College's 48 classrooms, before the start of the fall 2018 semester.

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

ITAC's Vision Plan, which encompasses a five year period, provides the framework for the College, with respect to investing in and implementing new technology to support its programs and services. The IT Technology Plan identifies the replacement schedule and replacement cost of the College's existing technology resources over a seven year period. The plan is a living document that is continually updated as technology resources are added or removed from the College. This includes infrastructure such as networks, servers, hardware, software, and distance education technology (e.g., Polycom® and Hawai'i Interactive Television System (HITS)).

The UH System is responsible for providing the College with enterprise resource planning, student information, and learning management systems that includes the Kuali Financial System, SuperQuote System, Sightlines Facilities Renewal Reinvestment Model, PeopleSoft Human Resources, Banner Student Information System, STAR Guided Pathways System Registration, Academic Essentials degree check, Kuali Curriculum Management System, Laulima (UH's online learning and collaboration system), and UH Alert (UH's emergency notification System).

Analysis and Evaluation

During the 2017-2018 fiscal year Annual Program Review Update (APRU) requests regarding upgrading classroom technology ranked high during the review process. Hence, the College allocated a one-time expenditure of \$66,000 to upgrade approximately 20 classrooms with the new technology standard that includes a 75" 4K display, Smart KAPP, desktop PC, and document camera, which aligned with the long-term IT fiscal plan for technology replacement/upgrades.

Furthermore, the System invested in Drupal to provide colleges a platform for upgrading their websites to ensure ADA accessibility. The College adopted this platform in 2017 because the previous website was built using Google, which lacks some accessibility capabilities.

In the Fall 2017 Administrative Services Survey, only 65% of responding employees agreed that the College's technology planning is integrated with its institutional planning. To address this, ITAC will be updating its review form to be more relevant to the current program review process and the College plans to add, as part of the APRU procedure, a written requirement on including the ITAC review form for all technology resource requests.

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 operates from a single campus location and most of the Systemwide or online resources used by the College are controlled, managed, and maintained centrally by the University's Information Technology Services (ITS) Department. Both ITS and the College's IT Department have implemented a variety of physical and electronic safeguards, protocols and procedures to protect the College's technology resources.

Analysis and Evaluation

Currently, there are safeguards, protocols, and procedures implemented at the College regarding both physical and electronic technological resources.

Physical Safeguards:

1. Primary server rooms located in the One Stop Center and Learning Resource Center are secured by two locked doors are environmentally controlled through the building's central A/C system, as well as a backup A/C unit;
2. Backup server rooms located in the Natural Science and OCET buildings are secured by a single locked door and are environmentally controlled through the building's central A/C system, as well as a backup A/C unit;
3. IT provides continuous backup of local server data;
4. Redundant network firewalls are established and monitored; and
5. Computer labs are monitored by faculty or staff during hours of operation.

Electronic Safeguards:

1. Use of all campus computers and wireless network requires a secure login with a UH Username;
2. Installation of programs or applications of campus computers is restricted to the IT Department, with certain exceptions;
3. All campus computers are protected with antivirus software;
4. All external computers accessing UH or campus servers are required to be protected by antivirus software; and
5. Policies and procedures are developed relative to data governance and information security, which includes mandatory continuing education and training for data users (AP 2.215).

In the Fall 2017 Administrative Services Survey, 81% of responding students and employees agreed that the coverage and speed of the College's wireless network meets their needs, and 84% of responding students and employees agreed that the College distributes technology resources effectively across the campus. Although this demonstrates the

accessibility of the College's technology resources, it does not address whether or not the campus generally feels these resources are safe and secure. Nevertheless, the College is not aware of any data breaches or incidents of identity theft since the last reaffirmation of accreditation in 2012. The IT Department will consider including a question related to the safety and security of its technology resources the next time the survey is administered.

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 provides technology instruction and support to employees and students through its IT Help Desk (students and employees), work order system to request technology support (employees), professional development (employees), Institutional Student Learning Outcomes (e.g., Technical Competency; students), non-credit courses on the use of technology offered by the Office of Continuing Education and Training (employees and students), and credit courses on the use of technology (e.g., ACC 255 Using Excel in Accounting, BUSN 121 Intro to Word Processing, and ICS 111 Intro to Computer Science I; students and employees).

Analysis and Evaluation

Examples of recent trainings and professional development on technology offered to employees include Starfish (MySuccess), Livetext, Quali-financial training, distance education instructor certification, classroom technology, and new faculty orientation. The hiring of a permanent Professional Development Coordinator, in addition to the development of the ITAC Committee, is further evidence of the College's commitment to providing appropriate instruction and support on the effective use of technology.

Trainings offered to students each academic year on technology include new student orientation (UH portal and Star GPS), distance education (face-to-face and online), electronic resources at the library, and individualized support at the IT Help Desk.

Further support of efficacy is provided in the Fall 2017 Administrative Services Survey, where 80% of responding students and employees agreed that the IT Help Desk provided the requested technical support, 84% of responding employees agreed that they receive the technology training necessary to perform their job duties and responsibilities, and 92% of responding employees agreed that IT provides prompt and courteous service. Moreover, to facilitate increased student accessibility to technology support services, the IT Help Desk will move from an out-of-the-way location in Natural Science to a more centralized and visible location in the Learning Resource Center starting in the fall 2018 semester.

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 adheres to UH Systemwide Executive Policies and Administrative Procedures, which are overseen and managed by the University's Information Technology Services (ITS) Department in conjunction with the Vice-President for Information Technology and CIO. These policies and procedures describe the appropriate and responsible use of technology within the UH System. The primary governing policy is Executive Policy 2.210, Use and Management of Information Technology Resources, which is communicated to all students and employees at the time their UH Username, the electronic key to gaining access to the University's online services, is established. Policies and procedures form a comprehensive set of rules and responsibilities regarding technology use within at the College and include user rights, responsibilities, privileges and accessibility; appropriate and inappropriate forms of technology use; information security, privacy, and confidentiality; protocols for electronic communication with students; institutional data governance; and mandatory continuing education and training for data users.

Analysis and Evaluation

The College follows UH System policies and procedures on the appropriate use of technology in the teaching and learning process. These policies outline the rights and responsibilities for all parties, and were developed to ensure security and privacy.

III.C Evidence

- III.C.1-1 Technology Vision Plan
- III.C.1-2 UH's IT Strategic Plan
- III.C.1-3 Table of Software Tools and Applications at KCC
- III.C.2-1 IT Technology Plan
- III.C.3-1 UH Policies and Procedures on Technology Safeguards
- III.C.3-2 Table AP 2.215 Institutional Data Governance
- III.C.4-1 Institutional Student Learning Outcomes
- III.C.4-2 Noncredit Courses
- III.C.5-1 UH Policies and Procedures Table
- III.C.5-2 EP 2.210 Use and Management of IT Resources
- III.C.5-3 UH Username Documentation

III.D. Financial Resources

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

The UHCC campuses rely heavily on general funds, which are appropriated by the state, to subsidize operating expenses. The Vice-President for Community Colleges and the UHCC Chancellors determine the General Fund allocations needed to support the individual UHCC campuses, and the fiscal health of the College is monitored by the Vice-Chancellor of Administrative Services. There have been no significant budget reductions that have reduced the College's ability to finance its programs and services since FY 2011.

These General Funds combined with the tuition collected by the campuses, referred to as tuition and fees special funds (TFSF), comprise the total amount of appropriated funds the campuses receive from the State or the "unrestricted operating budget" of the campuses per Act 161, SLH 1995; Act 161 was codified into law under Hawai'i Revised Statutes §304A-2153. This combination has a stabilizing effect on campus operations because General Funds are independent of enrollment.

In spite of tuition increases over the past 12 years, the UHCC campuses remain one of the most affordable according to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education (Affordability Study).

Other funding sources (i.e., special and revolving funds, extramural, capital improvement program, performance-funding, and innovation funds) finance specific program activities. Special and revolving funds support non-credit instruction, summer session instruction, conferences, and student activities. These funds are established by statute and operate on a self-sustaining basis. Extramural funds are project-based funds received from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. All extramural funds are administered through the University Office of Research Services. Capital improvement program funds are usually generated from state-issued general obligation bonds while debt service payments to retire the bonds are funded by the State. Individual campuses are not obligated to pay for these long-term obligations. Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. Kaua'i CC has earned the vast majority of the available UH and UHCC performance funding since this revenue stream was initiated in 2012. Innovation and strategic initiative funding allocations are used to fiscally support critical needs identified through the UHCC Strategic Planning process.

Since 2009 the UHCC System has required that each campus maintain adequate financial resources to ensure long-term financial stability; see UHCCP 8.201, which predates RP 8.203 and EP 8.210. Accordingly, the College maintains a separate unrestricted reserve fund, in addition to its unrestricted operating fund cash balances, and meets the 5% reserve requirement of EP 8.210 and UHCCP 8.201. Together these provide financial stability in case of emergencies, temporary downturns in enrollment, or significant one-time investment opportunities that support educational improvement and innovation. The maximum cash balance generally allowed by EP 8.210 is 16% and the College's total unrestricted cash balance also complies with that requirement.

The College's unrestricted cash balances split between its reserve fund, which represents the static cash balance maintained throughout the year in a separate reserve account, and the remaining unencumbered cash balance in its operating fund. In accordance with Act 236, SLH 215, which amended Hawai'i Revised Statutes §304A-2153, starting in FY16 the UH System began temporarily sweeping both the reserve fund and operating fund cash balances to UH System-level accounts at the end of each fiscal year; these balances are subsequently returned back to the campus-level accounts at the start of the next fiscal year. Therefore, these temporary transfers must be reversed in order to reconcile the campus' accounting ledger to its true cash balances, and these reconciliations are visible in the FY16 and FY17 balances.

Initial campus budgets are presented to the Board of Regents for approval prior to each fiscal year. The System and campuses use the Kualii Financial Management System to establish and monitor general operating and other special and revolving fund accounts. These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website. Kaua'i CC's budgetary and cash reserve practices and procedures ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

The campus Operating Budget approved by the BOR for FY 2017 has a projected \$14,219,301 in unrestricted revenue and transfers to fund an unrestricted expenditure budget of \$14,271,759. Expenditures exceed revenues by \$52,458 which slightly decreases the College's expected ending operating cash balance to \$551,553. In addition to this operating reserve, the College's expected catastrophic reserve balance of \$722,619 meets the BOR required 5% minimum threshold.

Analysis and Evaluation

The College has met or exceeded cash reserves per UH policy. General funds, special and revolving funds, and tuition and fee funds have continued to provide adequate resources for the programs and services the College offers. Respondents to the Fall 2017 Administrative Services Survey indicated that 93% of students and 76% of employees felt that financial resources were effectively allocated and used to support and enhance student learning, whereas 93% of students and 81% of employees felt allocations supported and enhanced student learning within an individual program or department.

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 integrated planning and budgeting process (APRU) begins with the mission and strategic plan, which aligns with UHCC Strategic Directions 2015-2021. All programs and services complete a program review using the mission and strategic plan goals as a guide and every budget request should be linked to at least one Kaua'i CC strategic goals. Requests are reviewed and ranked by College Council as part of the integrated planning process (see I.B.9 for details). These rankings result in fiscal recommendations to the Chancellor.

Budget and financial reviews are conducted by the Board of Regents (BOR). Board of Regents Policy 8.204 sets the University's fiscal management, budget process, legislative budget proposal, and preparation processes. The UHCC Budget Preparation webpage provides additional information on the budget development process, including links to the current and previous two years of Fiscal Biennium Budget Policy Papers and Instructions.

The College provides information about the institutional planning process throughout the academic year. Information on upcoming campus improvements and the College's financial circumstances are shared at the fall and spring convocations by the Vice Chancellor for Administrative Services (VCAS). During the fall convocation, the VCAS presents the actual financial results of the previous fiscal year. During the spring, the VCAS presents the final campus operating expenditure plan or budget for the current year. The VCAS shares updates about the budgeting process, including preliminary and final operating expenditure budgets, with College Council, as well as individual units as needed or requested.

Analysis and Evaluation

Leading practices encourage boards to establish policies and practices to ensure that institutional priorities and budget expenditures are aligned and that resources are strategically invested in the institution's mission, vision, and plans. RP 8.204 shows that the University of Hawai'i Board of Regents follows these practices. The College has a well-established integrated planning and budgeting process that begins with its mission and goals. The College aligns its mission and goals with the UH System and UHCC System Strategic Directions. Financial information is distributed to the campus on a regular basis at the fall

and spring convocations. Relevant responses to the Fall 2017 Administrative Services Survey indicated that 77% of employees understood how KCC's mission and goals drive resource allocation in the APRU process, whereas more employees (83%) understood the College budgeting process as a whole when compared to their individual program or department (79%).

These results show that although most employees are aware of the College's overall budgeting process, some don't feel as strongly connected to the budgeting process of their individual units. Consequently, the College has worked with the UHCC System Budget and Finance Office to provide the various units with monthly budget to actual expenditure reports, which will be made available in April 2018 at the UHCC Budget and Finance Office Public Report webpage (e.g., February 2018 Report). Furthermore, these reports should stimulate more discussion and awareness of the budgeting process throughout the individual units. Additionally, some employees either do not understand or do not agree that the College's resource allocation process is firmly rooted in its mission and goals. In response, the College continually evaluates and improves its APRU process, and it will identify opportunities to improve the resource allocation methodology of that process for the fall 2018 semester.

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 UH and UHCC Systems initiate the financial planning and budget development process at the macro level as described on the UHCC Budget Preparation webpage. The process begins with the University's strategic planning process, which in turn guides the development of the Fiscal Biennium Budget Policy Paper and Instructions (e.g. FB 2017-19 Budget Policy Paper & Instructions), a document required by RP 8.204, University Budget (Operating and Capital Improvements), and continues on to the elements discussed on the UHCC Budget Execution webpage. This System-level process culminates with the UHCC System Budget and Finance Office, in consultation with the Vice Chancellor for Administrative Services, developing a high-level annual campus operating budget for the current fiscal year during the summer in accordance with the General Fund and Tuition and Fees Special Fund Allocation Policy.

The Budget Policy Paper and Instructions provide the major assumptions the UHCC System uses in developing its centralized Capital Improvement Project (CIP) plan, i.e. capital expenditure plan. The CIP funding request is made to the Legislature, and the UHCC System creates the subsequent CIP budget based on the amount of funding granted and authorized by the Legislature.

The College's campus-level operating budget remains a fluid and constantly evolving working document until the University's general fund appropriations are finalized by the Governor. This may not happen until late in the fall or sometimes into the spring semester. As a starting point for the beginning of the academic year the College uses a traditional methodology which initially allocates each division or unit a base budget, which may be proportionately decreased outright if necessary to bring the College's total expenditures in line with the BOR-approved budget; it is never increased outright even if the BOR approved budget reflects a budget surplus. These base budgets may also be decreased throughout the fall semester as necessary in response to budget restrictions enacted by the Governor, lower than expected enrollment, or other UH or UHCC System-imposed funding reductions. Moreover, each division or unit is given the authority to further allocate the base budget down to its individual programs and departments.

Once the UHCC Budget and Finance Office has confidence that the general fund appropriations, tuition and fee revenues, and other System allocations, transfers, and adjustments are more or less set, the College will allocate any expected budget surplus based on its APRU process, while maintaining the 5% minimum reserve and any additional operating contingency reserves necessary to reasonably assure its financial stability (see Standard III.D.1). The APRU process gathers input from all campus constituencies in order to rank all of the current year's budget requests in priority order. These budget requests include all forms of resource requests including, but not limited, to one-time or base budget increases for personnel, facilities, equipment, supplies, services, or travel. From there, College Council and Cabinet make recommendations on which requests should be funded, primarily based on the priority ranking and availability of funding, but also considering health and safety items, unfunded requests from prior years, and time-sensitive requests. The final decision on which requests are funded is made by the Chancellor, and these approved budget requests, together with the base budgets, constitute the final operating budget for the campus. For example, refer to the FY17 Budget.

Again, the CIP budget for the community college campuses is centrally controlled by the UHCC System whose overarching priority is to maintain the College's existing aged facilities and physical infrastructure, and eliminate deferred maintenance, which for the campus was \$1.7 million for FY17 according to the University's facilities renewal reinvestment model. The APRU process also serves as the mechanism for the campus to identify capital expenditure priorities for repairs and maintenance, renovations, or new facilities. The Facilities Manager and Vice Chancellor for Administrative Services are the College representatives primarily responsible for communicating and justifying these campus-identified priorities to the UHCC System Facilities and Maintenance Office for funding consideration. For the five-year period from FY13 to FY17, the College completed \$15.6 million in CIP projects, \$3.3 million of which was identified as a priority through the APRU process. See the Project List for a summary of projects completed over the last five years and projects that are currently funded.

Analysis and Evaluation

The College has clear procedures for budget development and financial planning. All campus

constituencies submit plans for future program development and request resources through the APRU process, which is driven by College's and the System's mission and strategic plan. The BOR-approved summary-level operating budget guides the College in developing its detailed department or account level budgets for the year within the UH Systemwide strategic planning and Statewide social, economic, and political contexts it establishes. While the operating budget is developed at the System level, campus stakeholders have input in the development of department budgets as well as on additional expenditures requested through the APRU process. Although the CIP budget is centrally controlled and managed, the UHCC System works collectively with the community college campuses to allocate these funds to meet the individual needs of each campus.

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

The University's Fiscal Biennium Budget Policy Paper and Instructions provide the College with a realistic assessment of macro level financial and economic indicators, assumptions, and parameters. For example, the FB 2017-19 Budget Policy Paper & Instructions sets a conservative outlook given the current economic climate of the State and financial situation of the University with the following statements:

Considering the University's major revenue sources and the forecasted trajectory for these various revenue components, the University needs to be mindful of balancing its revenues and expenditures with an eye on sustainability of programs... For different reasons, the University needs to cautiously consider the prospect of either revenue component [i.e. general funds and tuition and fees] growing sufficiently to support current levels of operations.

Expenditure trajectory of costs for programs and operations are also forecasted to increase and the rate of increase could exceed the rate of any optimistic projection of revenue increases.

The Administration anticipates that the majority of CIP budget proposals will be directed towards [addressing] capital renewal and deferred maintenance needs. Although new facility requests will surely be requested for campuses previously identified for strategic growth or evolution, the budget requests will have to be mindful of the existing moratorium on new facilities.

Historically, approximately 80% of the College's operating revenues come from general funds, with the remainder being tuition and fees (see Financial Summary). The 2017-19 Budget Policy Paper provides the following elaboration on the near-term

growth expectations of each of these sources of revenues as well as the University's strategy for securing additional State funding:

State public fund support in the form of general fund appropriations to the University has been very slowly increasing since the end of the economic recession. However, the total amount of general funds to the University of Hawai'i remains less than the 2009 peak level prior to the recession, and much of the restoration supports new collective bargaining agreements.

The University needs to weigh its requests for State funding support in concert with its own revenue development. State tax revenue trajectory (growth) is forecasted to remain positive for the upcoming biennium; however, there are already signs that the economy has reached its peak for the cycle. For the University, our self-generated revenue growth (i.e., from tuition) will be flat or challenged for growth over the upcoming biennium [i.e. the incremental revenues from the tuition increases in this biennium will be used to address deferred maintenance and modernization at each campus rather than to fund operational activities]. The University cannot assume that revenue growth at the State will translate into increased revenue contributions to alleviate revenue challenges at the University.

The Legislature appropriated \$6,360,818 in general funds in each of FY16 and FY17, for the President and the BOR to distribute to campuses as performance funding [refer to the table in III.D.1 for the amount of performance funding received by the College]. This funding is the first substantive representation of performance-based funding to the University System by the Legislature to improve student achievement and degree attainment metrics. The Administration is hopeful that this approach will continue in future legislative budgets. This funding is not, however, treated as recurring funding for the University, so work with the Legislature is required to demonstrate that the University has deployed the initial funding in ways that have resulted in short-term performance results.

Budget requests for the upcoming biennium need to be cognizant that the University revenue components have been strained in recent years and are forecasted to remain so into the near-future. As such, requests involving program expansions or new initiatives should expect to be challenged for revenues to be sustainable. University thematic priorities that are rooted in delivery strategic objectives will assist in prioritizing these requests.

The University should present program ideas that warrant public funding investment and/or funding ideas that have [a] broad public interest [and are] deserving of public funds. It remains imperative that the University incorporate plans for strategic growth in which the State can invest. Serious weight and consideration must be given to the prospects and trajectory of University revenue components. This includes every campus's evaluation of general fund appropriations in addition to tuition revenues and campus reserve balances. Program initiatives must be weighed for sustainability in the long-term against the likelihood of revenue.

The 2017-19 Budget Policy Paper also provides guidance for the College to use when developing its campus-level operating budget and expenditure forecasts, as well as laying out the University's CIP funding strategy. The objectives of the biennium budget building process are as follows:

- Request new general funds for those UH initiatives that are most directly aligned to the Strategic Directions and are supported by metrics that can be used to demonstrate performance and return on investments. Support allocation of tuition revenues that incentivize units to improve productivity and efficiency and emphasize alignment with Strategic Directions.
- In allocating campus fiscal budget resources, academic programs will need to be refreshed for relevance to the Strategic Directions and incorporate performance metrics.
- Campuses and the System will continue to evolve fiscal reserve administration to maintain strong reserve levels where they exist and build reserve levels to at least the Regent Policy minimum [i.e. 5%] where reserve levels are low.
- Focus on long-term financing of existing deferred maintenance levels in order to eliminate current amounts of deferred maintenance within a ten-year schedule and concentrate on fiscal measures that will prevent new amounts of deferred maintenance.
- Campuses should aggressively realign existing cost components where savings can be realized - especially in the area of developing projects that can garner utility savings or consolidation of shared services.

The following assumptions will be applied in the biennium budget building process for the operating and Capital Improvements Project (CIP) budgets:

- Capital funds for addressing capital renewal or deferred maintenance on existing facilities will be the priority in the capital budget.
- General funds or general obligation bond funds will be the first order of preference to meet annual capital renewal needs and for major renovation and modernization.
- The University will pursue revenue bond authority in order to supplement general fund or general obligation bond funds to the degree that the latter is insufficient to meet capital needs to support our ten-year plan to eliminate current levels of deferred maintenance.
- The moratorium on new construction will continue for the FY2017-2019 biennium, with limited exceptions as previously approved by the BOR. Therefore, requests for new construction will be heavily scrutinized as potentially compromising the University's campaign for adequate funding to address maintenance.

Lastly, prior to the BOR approving the high-level operating budget and CIP budget, the UH System Chief Financial Officer provided the following additional clarifications on the State's current fiscal situation:

- While State ended FY16 with general fund surplus exceeding \$1 billion, that was a single point of data and the current balance is much lower;
- [The State's] Council on Revenues latest forecast is for 5.5% growth for FY17;
- Tax revenue collections at the end of September were down 3.3% compared to FY16;
- ERS (retirement) and EUTF (health fund) unfunded liabilities for the State are roughly \$18 billion [all post-retirement benefits for the University are funded and administered directly by the State]; and
- Labor negotiations for all 14 bargaining units are underway.

Both the high-level and the campus-level operating budgets for the College are prepared according to the assumptions, parameters, and requirements of the University's Budget Policy Papers. For the high-level operating budget and CIP budget, this compliance is assured through the BOR's approval of both the Policy Paper and the resulting budgets. For the campus-level operating budget, to comply with the spirit of the 2017-19 Budget Policy Paper, the College has implemented the following actions or plans:

- Discontinued the Associate in Applied Science in Autobody Repair and Painting due to low enrollment;
- Continues to evaluate and improve the productivity and efficiency measures for academic programs to maximize performance funding and institutional effectiveness;
- Developed a strategic enrollment plan to increase enrollment across underserved populations;
- Requested Legislative funding to support student success initiatives targeted towards Native Hawaiian and veteran students;
- Consolidated Computer Services and Media Services into a new IT unit to gain operational synergies;
- Continues to maintain adequate cash reserves;
- Secured \$2.5 million of legislative funding to install a photovoltaic system which will defray electricity costs; and
- Reduces deferred maintenance to less than \$1 million by the end of the FY2020.

The College also supplements its operating revenues with extramural funding, primarily donations administered through the UH Foundation and federal grants. Since the majority of these funds are temporary, the College uses a very conservative approach and generally does not use these "soft" monies to fund its ongoing or core operations. Instead, it uses these revenues to underwrite test trials for new or expanded programs and services, with the goal of permanently funding successful programs or expansions through either the additional enrollment and tuition directly generated by the new or expanded program, or additional general funds secured from the Legislature justified by the program or service improving the College's productivity or efficiency measures. In the few cases where the College relies upon extramural funds to fund a long-term activity, it is either reasonably assured of the stability of the funding source, e.g. an endowed foundation account used to fund faculty and staff professional development, or the activity is not a core operation of the College, such as its 10-year breadfruit research projected funded through a USDA grant.

Analysis and Evaluation

The UH System, UHCC System, and KCC have carefully studied the current fiscal and legislative environment. Financial planning for the College is done in consideration of these factors. The College makes plans and takes precautions to ensure the continued availability of funding for its core functions. At the same time, the College is pursuing initiatives to improve efficiency and effectiveness of its units.

Donations to the College come through the UH Foundation and are allocated according to the donors' wishes. Examples of partnerships include clinical facility agreements, donations from businesses for program equipment, collaboration with Island School and Kawaikini for Preschool and Charter school offerings, and invasive albizia tree removal with Kaua'i Island Utility Cooperative.

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

As proscribed in EP 8.204 the University's Vice President for Budget and Finance/CFO is ultimately responsible for the development and maintenance of an adequate financial controls across the University. To that end, the University has a comprehensive set of Administrative Procedures (AP) under Chapter 8, Business and Finance, which establish numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications.

Furthermore, the UHCC System Office has instituted several additional procedures to provide additional guidance and direction to the community college campuses on establishing and maintaining a strong internal control environment and the responsible stewardship of the College's financial resources.

In order to reasonably assure its financial integrity and the responsible use of financial resources, the College complies with all of these procedures related to internal controls. The linked table categorizes these procedures by their underlying transaction cycle or as a general internal control procedure, for those that relate to all transaction cycles.

To further ensure that it maintains a robust control environment the University employs the following enterprise resource management Systems:

- Quali Financial Management (Procurement and Accounting)
- eThority (Management Reporting)
- eTravel (Travel Approval and Reimbursements)
- Banner (Academic Registration)
- Destiny (Non-credit Registration)
- myGrant (Grant Management)
- PeopleSoft (Human Resources)
- UH Leave System (Employee Leave)

Internal controls are evaluated through an annual audit of the UH System, and CFS & A-133 audits are posted on the UH System Financial Management Office website. These include policies and procedures on purchasing and receiving, travel, and approvals.

Changes to the budget are communicated to the College through several channels: 1) both Cabinet and College Council are made aware of any changes, who are in turn responsible for communicating this information to their constituents, 2) updates on the College's budget are highlighted at Convocation each semester, and 3) each unit's budget is updated to reflect changes such as increases from approved APRU requests or reductions due to unexpected revenue shortfalls.

Financial management practices are regularly reviewed by the Administrative Services Office, the Community College System Budget and Finance Office, and occasionally the University's Office of Internal Audit, which reports directly to the Board of Regents. The results of these reviews are used to update or improve the College's internal control systems. For example, the Administrative Services Office created a new operating procedure for the cafeteria cashier position in anticipation of an expected increase in revenue and transactions due to a major student discount that was implemented in the 2017-18 academic year.

UHCC System budget execution documents are distributed during monthly Vice Chancellor for Administrative Services meetings and/or posted on the UHCC Budget Planning and Finance website. These documents include the following:

- General operating budget allocations (Allocations),
- Capital Improvement Plans (CIP Plans), and
- Consolidated Financial Statements (Financial Statements).

Analysis and Evaluation

The College follows all University policies and procedures that govern the maintenance of a strong control environment and regularly reviews its financial management practices to improve its internal control systems. In so doing, the College utilizes effective segregation of duties, reviews, reconciliations, and verifications to reasonably assure the accuracy and completeness of its financial information. Furthermore, the College widely disseminates

dependable information through a variety of channels to support sound financial decision making.

In the Fall 2017 Administrative Services Survey, only 71% of responding employees agreed that the Business Office provided them with the financial information they needed to perform their job duties and responsibilities, and only 76% agreed that it addressed their questions or concerns in a timely manner. In response, the College has worked with the UHCC Budget and Finance Office to create a new, more meaningful monthly budget-to-actual expenditure reports. For example, see the February 2018 Report. These reports are available for the campus to view and download at the UHCC Budget and Finance Office Public Report webpage, and the Business Office will be providing training to the campus on understanding and using these new reports in April 2018. To coincide with the release of the new reports and to further address the survey responses, the Business Office will be better utilizing its recently acquired Fiscal Specialist to support questions and requests from the campus.

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

To ensure the accuracy and completeness of all financial reports used by the College, UHCC System-generated reports are linked to the general ledger by the UHCC Budget and Finance Office, and all campus generated reports are linked to these UHCC System-generated reports by the Business Office or Vice Chancellor for Administrative Services.

The University's financial statements are audited by external auditors as required by ER 5. Additionally, the policies and procedures (listed in III.D.6) establish and maintain a strong internal control environment to ensure the accuracy and completeness of all other financial documents.

In order to ensure the credibility of the University's financial budgets, and as required by RP 8.204, every year the BOR reviews the high-level annual operating budget, which forms the basis for the detailed operating budget developed by the campus. For the past three years, from FY15 to FY17, the campus-level operating budget has been very accurate, within a 2% variance, when compared to the actual revenues and expenditures for the corresponding period; except for FY15 wherein over \$500,000 of expenditures were either curtailed or charged out to other sources of funding in order to maintain sufficient operating cash balances throughout the year. The percent variances to budget are detailed in the FY15-17 Actual to Budget Variance Summary.

The College's commitment to its student learning programs and services is evident from the large proportion of fiscal resources allocated to these areas.

Funding allocations over base-budgeting are made to divisions or units through the APRU process, detailed in Standard I.B.9, which serves as the College's integrated planning and resource allocation process. This holistic and inclusive approach promotes broad participation from across the campus to assure the responsible and judicious allocation of financial resources to support student learning programs and services.

Analysis and Evaluation

The College adheres to Generally Accepted Accounting Practices (GAAP), allocates the majority of its resources to support student learning programs and services, and seeks Board of Regents and external auditor reviews to validate accuracy of its financial documents.

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College process in response to audit findings is as follows:

- Affected units and administrative or support unit staff discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or the implementation of new systems.
- Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as ORS (A-133 audit corrective action plans). Corrective action plans identify the individuals responsible for implementing the corrective action, the actions taken to prevent reoccurrence, and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor.

The UH System undergoes an annual audit as an external check on the effectiveness of internal controls.

Analysis and Evaluation

The UH System undergoes an annual audit by an external auditor. Audit reports are posted on the UH Financial Reporting website. The College has a process for dealing with audit findings. Since the College's last self-study, it has had one minor audit finding. On December 15, 2016, the firm Accuity LLP concluded its financial and compliance audit on

the UH System that covered the period from July 1, 2014, to June 30, 2016 (Audit Report 12/15/16). Acuity found the College to be noncompliant in its administering of Title IV financial aid and enrollment reporting, wherein: 1) the College incorrectly calculated the return of Title IV, which resulted in an underpayment of \$982, and 2) the College's notification procedures failed to update student enrollment status in the NSLDS within the 60-day requirement.

In accordance the College procedure noted above, the Financial Aid and Registrar's Offices have instituted changes in their procedures to prevent these errors from recurring. First, all Financial Aid Office staff were trained on using the correct information to prepare the return of Title IV calculation, and a vacant Financial Aid Specialist position was filled to allow for an independent review and verification of all calculations on the return. Secondly, the Registrar's Office corrected its procedures to keep track of NSLDS reporting due dates based on the graduation status changes as opposed to using only the NSC 'Scheduled Transmission Dates'.

The Financial Aid Director and Registrar implemented corrective action plans based on the audit recommendations, and these plans were accepted as a viable resolution by the external auditor.

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

The BOR's Committee on Independent Audit (Audit Committee) and Office of Internal Audit (OIA) are charged with the duty to evaluate and assess the University's internal control systems for validity and effectiveness, and ensure the results of these assessments are used for improvement.

The Bylaws of the Board of Regents of the University of Hawai'i states:

Committee on Independent Audit

1. Advise the Board regarding the Board's responsibilities to oversee:
 - a. the quality and integrity of the University's compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls related to risks;
 - b. the function, disclosures, and performance of the University's compliance, internal control, and risk management systems regarding ethics and compliance, risk, finance, and accounting, and the adequacy of such systems; and

- c. the independent certified public accountant's qualification, independence and performance, as well as performance of the internal audit function.
2. Review the annual internal audit plan and the extent to which it addresses high risk areas.
3. Review the annual report of the internal audit department and discuss significant issues of internal controls with the Internal Auditor and management.
4. Discuss the planned scope of the annual independent audit with the independent certified public accountants and review the results of the audit with the independent certified public accountants and management.
5. Receive and review the annual certified financial reports with the independent certified public accountants and management.
6. Recommend to the Board the certified public accountants to serve as the independent auditor, and their fees.
7. Revise the scope of the annual audit, and approve any services other than audit and audit related services provided by the certified public accountants.
8. Provide recommendations to the Board regarding approval of the internal audit mission statement, the committee's charter, and other governance documents related to both internal and external compliance and auditing activities at the University.

Furthermore, the OIA's charter provides the following mission statement:

"The mission of the University of Hawai'i (University) Office of Internal Audit is to assist the University's Board of Regents and University Management (President, Senior Management Team, Council of Chancellors) in fulfilling their oversight, management, and operating responsibilities. This is accomplished through providing independent and objective assurance and consulting services conducted in a systematic and disciplined approach to evaluate, add value, and improve the University's operations."

Since the last accreditation team visit, the activities of the OIA's annual audit plans that have directly pertained to the College's specific operations or internal controls are as follows:

1. November 14, 2017 - Check disbursements less than \$2,500 survey;
2. October 25, 2013 - HIPAA Questionnaire; and
3. January 25, 2013 - Report on Agreed-Upon Procedures for PCards.

Additionally, OIA audit activities pertaining to other community college campuses that have or may result in improvements to the College's internal control procedures are as follows:

1. January 19, 2018 - Business Office Cash Collections Questionnaire; and
2. UHCCP 8.200 - Financial and Operational Oversight of Revenue Generating Programs.

Lastly, in addition to the required Single Audit, (e.g. 2017 Financial and Compliance Audit), the University's external financial auditors also prepare an Internal Control and Business Issues Report (e.g. 2017 Internal Controls Report), which provide the comments and observations identified by the external auditor that were not required to be reported in the aforementioned compliance audit report, i.e. Single Audit. Since the last accreditation visit the College had only one finding related to the Single Audit (formerly the A-133 Audit), which is discussed in III.D.7, with no other findings identified in the Internal Control and Business Issues Reports.

Analysis and Evaluation

Audit activities have resulted in improvements in the College's compliance with University policies and procedures related to PCards and HIPAA. Furthermore, and most significantly, the February 6, 2017 OIA report on Financial and Operational Oversight of Revenue Generating Programs marks the conclusion of a 4-year internal control improvement initiative for the community college campuses, which ultimately resulted in the establishment of UHCCP 8.200, and the corresponding improvement of the College's internal controls resulting from its compliance with that procedure.

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

On December 15, 2016, the Accuity LLP concluded its financial and compliance audit on the UH System that covered the period from July 1, 2014, to June 30, 2016 (Audit Report 12/15/16). The opinion read "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." Additionally, the UHCC System maintains sufficient reserves to maintain financial stability and all UHCC campuses meet both 5% minimum and 10% targeted reserve requirements.

The balance of unrestricted fiscal reserve of the College is \$722,619 as of the BOR-approved budget for FY 2017 (Approved BOR Budget FY17 p 93). Campus reserves are 5.3% of the prior year expenditures .

The timing of payment of funding from the State and from tuition provides the College a steady flow of funds into the College throughout the fiscal year. The State provides approximately one-quarter of General funds prior to the beginning of the fiscal year and provides the remaining full year allocation prior to the end of the first quarter. The College collects tuition prior to the beginning of fall and spring terms.

Contingency plans have not been implemented by the College, but would follow UH and UHCC policies and procedures including RP 8.203, Operating Reserves; Non-General Funds, EP 8.210, Systemwide Financial Reserves, and UHCCP 8.201 Unrestricted Funds Reserve - General, Special, Revolving Funds. Potential contingency plan actions could involve reductions in services, reductions in workforce, or the use of the College's financial reserves.

Analysis and Evaluation

The College meets or exceeds reserve minimums established by the UHCC and receives a steady flow of funds throughout the fiscal year to meet the needs of its programs and services. In addition, careful monitoring of revenues, expenditures and cash are conducted to prevent cash-flow problems. Hence, a contingency plan has not needed to be implemented.

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

A variety of financial management policies, procedures, and evaluation tools are used to plan, project, monitor, and maintain financial integrity across financial aspects of the College. Reports and management tools used to monitor extramural funds, loan funds, and non-extramural funds include monthly budget status reports, monthly cash management reports, and Kualii Financial System (KFS) reports.

Kaua'i CC participates in the following federal financial aid programs: 1) Federal Pell Grant, 2) Federal SEOG Grant, 3) Federal Work Study, 4) Federal Direct Subsidized Loan, and 5) Federal Direct Unsubsidized Loan. In addition to federal aid, state aid and scholarships are also administered through the financial aid office. State and/or UH System aid consists of: 1) B Plus Scholarship, 2) Second Century Scholarship, 3) Opportunity Grant, and 4) Native Hawaiian Tuition Waiver. The majority of our scholarships are managed through the UH Foundation and administered via the financial aid office. All disbursements are made in accordance with the UH System's timeline, which falls 10 days prior to the start of the semester.

The Financial Aid Office at Kaua'i Community College administers all Federal Title IV financial aid in accordance with all UH System policies and procedures and all federal regulations. Compliance is ensured by a system of checks and balances with various government databases (COD, CPS, NSLDS, FAFSA.gov) along with coordinating processes with other departments on campus such as the Business Office and Registrar. The following

are a few examples of regular and recurring processes that have been put in place to ensure compliance:

- Monthly reconciliations for various FA programs amongst financial aid, business office, and government sites;
- Daily import of files from various government sites (CPS, NSLDS, COD), and ensuring of correcting of any rejected records;
- Weekly withdrawal reports to identify any needed R2T4 calculations;
- Administering Pell grants/Direct loans with established amounts set forth from Dept. of Ed;
- Verification process to ensure no conflicting information, prior to awarding, for those selected for verification from Dept. of Ed; and
- Knowledgeable guidance for students when completing FAFSA so ensure accurate information on application.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

Analysis and Evaluation

The College practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations by adhering to policies and procedures detailed above. Further evidence is the lack of findings in financial audit reports (except the minor December 2016 finding described in Standard III.D.7) since the last reaffirmation of accreditation.

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 participates in short-term and long-term planning as noted in Standard I.B.9. and III.B.2. All financial plans incorporate payments of long-term liabilities and obligations,

including debt, health benefits, insurance costs, and building maintenance costs. The same information is used in short-term or annual budget and other fiscal planning efforts.

All fringe benefits for general funded (i.e. budgeted) positions are incurred and paid directly by the State. The College is responsible for paying for fringe benefits for all other types of employees. However, the benefit plans are all managed directly by the State.

The UHCC campuses do not issue debt for Other Post-Employment Benefit (OPEB), insurance costs, or repairs and maintenance projects, which are funded by the State. The items currently financed with long-term debt are limited to projects that directly create revenue streams that offset debt service costs. See Standard III.D.14 for further discussion.

The College allocates resources for the payment of its liabilities and funds/reserves to address long-term obligations. No funds are directed to actuarially developed plans for OPEB obligations.

Analysis and Evaluation

The College maintains a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. Furthermore, the vast majority of employee benefit costs, particularly pension and OPEB, are borne directly and entirely by the State, which further buttresses the College's solvency. The College clearly identifies, plans, and allocates resources for the payment of liabilities and future obligations. The College has maintained a strong financial position as a result of these practices.

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 employer's share of OPEB obligations for general funded positions is centrally paid for by the State general fund for all State agencies. As such, employer OPEB obligations for general funded positions are not part of the UH operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University, which for the College is less than 5% of its OPEB eligible employees. The University's contributions are calculated as part of the State's total contribution requirements and are reimbursed to the

State's General Fund as part of the fringe benefit rate on employees' actual salaries. The University's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution (ARC) of the employer, an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board (GASB) Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employer's' OPEB obligations for non- general funded positions are fully recognized and accounted for in UHCC non- general fund financial plans.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. From the Notes to Consolidated Financial Statements for June 30, 2017 and 2016, page 67, Funding Policy and Annual OPEB Cost section:

The University is required by GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, to obtain an actuarial valuation every other year. Therefore, an actuarial valuation was performed as of July 1, 2015.

Analysis and Evaluation

The College is responsible for the OPEB for only a small number of non-general funded positions. These allocations are made at the required level based on a calculation by the University.

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

The College calculates the amount of locally incurred debt and allocates adequate resources for its repayment. The percentage of the budget used to repay locally incurred debt is approximately 1%.

Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Current locally incurred debt instruments are used to fund energy conservation measure projects that have been implemented campus-wide and to fund alternative energy (photovoltaic) projects. The College includes these debt obligation payments in all budget and planning documents.

Analysis and Evaluation

The College reviews and manages locally incurred debt annually and allocates adequate resources for repayment.

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, and grants.

Short-term and Long-Term Debt: The UHCC campuses have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on most campuses including Kaua‘i. Bond funds are used for purchase, and installation of new or replacement fixtures and equipment that consume less energy or generate electricity resulting in lower utilities cost for campuses. Debt service is paid centrally by the UHCC Systemwide Support unit with annual reimbursement from campuses based on energy savings for each campus. The funds for this debt service reimbursement are allocated annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement is approximately 1%.

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the University, and the purpose of the funding source.

Auxiliary Activities: Auxiliary activities are self-supporting services that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities such as the Bookstore, the Cafeteria, and the Wellness Center are operated for the benefit of the College’s students, faculty, and staff. Bookstore operations are administered by the Mānoa Bookstore unit. Other auxiliary activities are reviewed annually to ensure they are not operating at a deficit or accumulating excess cash or profits, in accordance with UHCCP 8.200. Additionally, AP 8.025, Fiscal Responsibilities within the University, requires that the funds be used in accordance with state and federal requirements and the purpose of the funding source.

Gifts and Fundraising: University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices (RP 8.209, Gifts; RP 8.210, Fund Raising; EP 8.209, Fund Raising; and AP 8.620, Gifts).

Grants: The College follows all University policies and procedures and federal requirements related to management of grant funds. These include AP 8.926, Administrative and Financial Management Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai'i, AP 8.956, Accounting for Research & Training, AP 12.411, Subrecipient Monitoring, and EP 12.102, Authority to Sign and Execute Extramural Research and Training Contracts/Grants, Agreements and Contract Assignments and Releases. These policies and procedures were developed to ensure that the College is compliant with federal Office of Management and Budget circular requirements (e.g., 2 CFR 200).

Analysis and Evaluation

University policies and procedures require that all funds be used in accordance with state and federal requirements and the intended purpose of the funding source. Guidelines, processes, and internal control systems are in place and regularly updated to ensure that all financial resources (e.g. bond proceeds, auxiliary activities, fund-raising, and grants) are used with integrity.

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.

The College monitors student loan default rates annually by a three-year cohort.

Cohort	Default Rate (by 3rd year)
2010	12.1%
2011	21.2%
2012	25.9%
2013	26.5%
2014	17.0%
2015 (Draft)	21.8%

As a result of two consecutive years exceeding 25%, the Financial Aid Office implemented plans to mitigate and reduce default rates, because rates at 30% and above trigger heightened monitoring by the Department of Education with enhanced requirements and possible loss of Title IV eligibility. Steps taken by Financial Aid included:

- Require students to apply for loans rather than automatically offering them on their MyUH portal.
- Use the National Student Loan Database System (NSLDS) to identify students who are either in danger of defaulting, or who have previously defaulted on their loans. The College contacts these students to provide support and assistance in avoiding or getting out of default.
- Require face- to- face entrance counseling to inform the student of his/her responsibilities in regards to student loans.
- Promote direct cost borrowing (only borrowing what they need for school costs) which is discussed during the face-to-face entrance counseling.

The College follows UH Administrative Procedures to ensure that it complies with federal requirements with regard to its use of other federal funds or assets. Although most of the College's federal contracts, grants, and awards are administered by the RCUH, the College's Principal Investigator and Fiscal Administrator are still responsible to ensure all federal funds and assets are expended and managed in compliance with all Federal and University policies, procedures, and requirements.

Analysis and Evaluation

Actions taken to reduce student default rates have improved the default rates over the past two years. Nevertheless, cohort default rates inherently have a certain level of fluidity, and will vary from year to year. Kaua'i CC will continue to practice the proven methods mentioned above, as well as verify the underlying data of the draft cohort rates to ensure the official rates are accurate and complete. In addition, the Financial Aid Office complied with a 2016 financial audit finding by creating action plans to come into compliance (see III.D.7 for details).

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

The University of Hawai'i System established a policy on Contracts and Signing Authority in 2017, which sets standard provisions that should be in all contracts, details the approvals and signing authority required to enter written contracts, and identifies priority contracts requiring additional scrutiny. The College uses a Contract Review Form to document that all non-procurement related contracts or agreements undergo reviews by relevant stakeholders to ensure that they contain appropriate provisions to maintain the integrity and quality of the College's programs, services, and operations, and comply with University policy. Documents are only executed after this review process has been completed and the Chancellor concurs that the contract or agreement supports the mission and goals of

the College. Additionally, Business Office staff ensure all procurement and extramural funds-related contracts comply with the applicable UH Administrative Procedures.

Analysis and Evaluation

The College has a variety of contractual agreements, which not only abide by policy or procedure, but also align with the mission or strategic priorities of the System and/or College. Contracts are consistent with the College's mission statement and goals and require approvals that include the Fiscal Officer, VCAS, and the Chancellor. 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.

III.D Evidence

- III.D.1-1 HI Revenue Statute
- III.D.1-2 Tuition Increase Table
- III.D.1-3 Affordability Study
- III.D.1-4 UH and UHCC Performance Funding Table
- III.D.1-5 UHCCP 8.201 Unrestricted Fund Reserve
- III.D.1-6 RP 8.203 Operating Reserves:Non-General Funds
- III.D.1-7 EP 8.210 Systemwide Financial Reserves
- III.D.1-8 Cash Balance Table
- III.D.1-9 Monthly Budget to Actual
- III.D.1-10 UHCC Budget Website
- III.D.1-11 FY17 Operating Budget (BOR Approved)
- III.D.2-1 UH Strategic Directions 2015-2021
- III.D.2-2 KCC Strategic Goals
- III.D.2-3 RP 8.204 University Budget: Operating and Capital Improvements
- III.D.2-4 UHCC Budget Preparation Website Screenshot
- III.D.2-5 VCAS Presentation Fall 2017 Convocation
- III.D.2-6 VCAS Presentation Spring 2018 Convocation
- III.D.2-7 FY17 Budget
- III.D.2-8 UHCC Budget and Finance Office Public Report Webpage
- III.D.2-9 February 2018 Report
- III.D.3-1 FB 2017-2019 Budget Policy Paper and Instructions
- III.D.3-2 RP 8.204 University Budget: Operating and Capital Improvements
- III.D.3-3 UHCC Budget Webpage
- III.D.3-4 UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
- III.D.3-5 Facility Renewal Reinvestment Model
- III.D.4-1 Financial Summary
- III.D.4-2 2017-2019 Policy Paper
- III.D.4-3 Biennium 2017-2019 Operating Budget Request
- III.D.5-1 EP 8.204 University Audits

III.D.5-2	Budget and Finance Screenshot (Chapter 8)
III.D.5-3	Table of Internal Control Policies and Procedures
III.D.5-4	UH System Finance Management Office Website Screenshot
III.D.5-5	Administrative Services Operating Procedures (Cafeteria Cashier)
III.D.5-6	Budget Planning and Finance Website
III.D.5-7	Allocations of Finances at KCC
III.D.5-8	CIP Plans
III.D.5-9	Financial Statements
III.D.6-1	2015-2017 Actual to Budget Variance Table
III.D.6-2	APRU Funding Table
III.D.6-3	Expenditures by Unit
III.D.7-1	UH Financial Reporting Website
III.D.7-2	SFA Finding 2016
III.D.8-1	BOR Bylaws
III.D.8-2	OIA Charter
III.D.8-3	<\$2500 Check Dispersal Survey
III.D.8-4	HIPPA Survey
III.D.8-5	PCard Procedures
III.D.8-6	Cash Collection Survey
III.D.8-7	UHCCP 8.200 Financial Operations Oversight of Revenue Generating Programs
III.D.8-9	2017 Financial and Compliance Audit
III.D.8-10	2017 Internal Controls Report
III.D.9-1	Financial Resources Chart
III.D.10-1	Financial Management Policies, Procedures, and Evaluation Tools
III.D.13-1	Locally Incurred Debt
III.D.14-1	UHCCP 8.200 Financial Operations Oversight of Revenue Generating Programs
III.D.14-2	RP 10.24 Environmental Impact Statement
III.D.14-3	EP 2.212 Management of University Bond System
III.D.14-4	RP 8.209 Gifts
III.D.14-5	RP 8.210 Fund Raising
III.D.14-6	EP 8.209 Fund Raising
III.D.14-7	AP 8.620 Gifts
III.D.14-8	AP 8.025 Fiscal Responsibilities within the University
III.D.14-9	AP 8.926 Extramural Financial Management
III.D.14-10	AP 8.956 Financial Conflicts of Interest
III.D.14-11	AP 12.411 Subrecipient Monitoring
III.D.14-12	EP 12.102 Signing Authority for Extramural Contracts
III.D.15-1	Student Loan Check List
III.D.15-2	Financial Aid Talking Points
III.D.15-3	UH Administrative Procedures for Use of Federal Funds Table
III.D.16-1	EP 8.200 Policy on Contracts and Signing Authority
III.D.16-2	Contract Review Form
III.D.16-3	UH Business and Finance Administrative Procedures Screenshot (Chap. 8)
III.D.16-4	KCC Contractual Agreements

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 Standard

Kaua‘i Community College leadership has demonstrated a commitment to supporting innovation in a multitude of ways. The strongest evidence are the ideas brought forward by employees and students that have been institutionalized. Ideas for innovation and improvement of programs, practices, and services have been brought to leadership in both formal and informal processes. For example, ideas may originate from committees (e.g., Student Government and Sustainability Committee), College Conversations, divisions (e.g., Student Services), the UH System (e.g., Integrated Student Success), or an individual at an informal lunch with the Chancellor when these are held and open to all college employees. Leadership ensures innovations and improvements to services, programs, and practices are channeled through the proper participatory governance processes, per policy.

The College and System also support innovation by investing in professional development aimed to develop current and future leaders (See III.A.14). Opportunities are available to all College employees and include Emerging Leaders, Great Teachers Seminar, Community College Leadership Champions, and Wo Learning Champions. Employee professional development is further supported through UH Foundation funds, which provide monetary support for conferences, training events, and other professional development opportunities. The College established a full-time, general-funded Professional Development Coordinator

that began in fall 2016. The result has been an increase in professional development opportunities along with more organization, planning, advertising, and evaluation of events. Improvements to services, programs and processes have also resulted from implementation of Strategic Priority Goals within and across divisions (e.g., increase the number of Native Hawaiian Graduates), the program review process (e.g., purchase Maxient software to allow for more efficient case management in Mental Health and Disability Services), and input from the community through various boards and advisory groups (e.g., Early College math and English courses being offered to Native Hawaiian students, as suggested by the Native Hawaiian Advisory Board).

Analysis and Evaluation

The breadth of innovation and continuous improvement is evident at Kaua‘i Community College. Leaders create, encourage and support innovation to improve the College’s programs and services. Multiple opportunities and avenues exist for the presentation of innovative ideas. Training to support successful development and implementation of innovations is supported by leadership. In general, successful innovations have had an employee or student champion, in addition to the support of leadership, and were developed through the appropriate participative governance process(es).

To further support innovation at the College, College Council voted to support the establishment of an Innovation Center and hiring for the Center Director is currently underway. Projects supported by the Center will have a faculty lead, address a community concern, be interdisciplinary, and teach students relevant skill sets.

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 framework for participatory governance at the College is provided by policies and procedures that guide administrators, faculty, staff, and students on collaborative decision-making.

The College Council is the primary forum at the College for regular and in-depth dialogue among stakeholders regarding the College Mission, strategic planning, priority setting, policy development, and budget development, as defined in KCCP 1-7. The Council is an advisory body to the Chancellor and is charged with overseeing the development and updating of key plans and policies to ensure that college actions are aligned with the College Mission and strategic goals. This widely inclusive forum, comprised of representative

administrators, faculty, students, and classified staff, also encourages and supports collaboration and the campus-wide, two-way flow of information to improve student learning and the College's responsiveness to community needs. The agendas and minutes for College Council meetings are shared with all employees and ASUH-KCC Student Government representatives. Meetings are also open to all members of the College.

College-wide standing committees report to College Council, which provides an avenue for information-sharing about the committees' work. Examples of these standing committees include Assessment, International Education, Information Technology Advisory, and Marketing and Outreach. The Chancellor may also develop special ad hoc committees to further research topics that have college-wide implications or are broader than a single committee or council. A recent example was the ad hoc Academic Affairs Dean Committee that was tasked with further investigating the roles of instructional deans in the UHCC System in order to make a recommendation to the Chancellor on whether or not there was enough justification and need at our college. Members included instructional and non-instructional faculty and the Chair of Faculty Senate. Other examples include ad hoc committees established to gather suggestions from College Conversations on mission revision, strategic goals, and strategic priorities to present findings and recommendations to College Council.

College Conversations, as described in KCCP 1-2, provide another way in which campus constituents have a voice and opportunity to engage in dialogue. Conversation topics may be proposed by faculty, staff, or students, and provide opportunities to inform and engage the campus on topics of relevance to the College's mission and strategic plan.

Faculty: In addition to College Council, two main policies describe faculty participation in governance at the College. The first, KCCP 4-2, defines the roles and responsibilities of academic Division Chairs. All Chairs report directly to the Vice Chancellor for Academic Affairs (VCAA) on instructional and administrative matters and disseminate information from the administration to their constituents.

The second is KCCP 4-17, which establishes the process for creation or modification of academic policies. The Faculty Senate is the first to review such policies and make a recommendation to College Council. The complete description of Faculty Senate's role is described in their Charter and Bylaws. This senate body is composed of elected representatives from each division (listed above) in addition to representatives from Student Affairs, Institutional Effectiveness, and the Office of Continuing Education and Training to provide a voice to all college faculty.

Classified Staff: Classified Staff are represented on the College Council (see above) with representation from each collective bargaining unit: Facilities (Unit 1), Clerical (Unit 3), and Administrative, Professional, and Technical (Unit 8).

Students: The College's elected student government organization, The Associated Students of the University of Hawai'i - Kaua'i Community College (ASUH-KCC) assigns student representatives to college committees. ASUH-KCC representatives are assigned to each of

the College's five divisions as liaisons that attend division meetings to voice student concerns (Article V, section 1) and report to their electorates. In addition, student representatives serve on standing committees and ad hoc committees, when appropriate, such as the Campus Reorganization and Campus Mission Statement Revision Committees. Students are also invited to propose and participate in College Conversations.

Analysis and Evaluation

The College has policies and procedures in place to not only ensure faculty and staff participation in decision-making, but also give all campus constituents the opportunity to have a voice in decision-making. Moreover, the campus welcomes widespread participation and dialogue from all major areas of the campus. However, as a two-year commuter campus, one challenge we face is maintaining an active and robust student population in student government. For example, student representation in committee meetings is sometimes missing.

Action Item

The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees. This topic was first broached at the January 10, 2018 College Council meeting during a program review discussion.

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

College policies clearly define roles in institutional governance for administrators and faculty, and both groups have substantial input into policies, planning, and budget appropriate to their areas of responsibilities. These policies pertain to administration, the College Council role, integrated planning, the College mission, review of programs, and academics.

A recent example that demonstrates the clearly defined roles of college administrators and faculty in planning and decision-making is evident in the review of the College's mission statement, which must occur at least every five years. KCCP-1-8 clearly defines the Chancellor's responsibilities, which include: adhering to planning principles stated therein to ensure the integrity of the process; initiating the review process; creating a timeline coordinated with that of the UHCC and UH Systems; appointing a Mission Statement Task Force comprised of faculty, staff, students, and community representatives; conducting a

College Conversation to review the College's mission; soliciting input from internal and external constituencies including student at large and community members; and revising the mission statement to present to the Board of Regents for final approval. The Mission Statement Task Force's responsibilities include compiling suggestions and incorporating them, as appropriate, and providing several different versions of statements for College Council review and recommendation to the Chancellor. The College Council's responsibilities include involving each of its member's constituents in the process and voicing the general consensus of its various constituencies to aid the Chancellor in determining the final mission statement.

Analysis and Evaluation

The College has policies and procedures that clearly define roles for faculty and administrators on institutional governance. All employee groups actively participate in planning, policy development, and resource allocation through College Council. In particular, faculty have the initial role on establishment and modification of academic policies through Faculty Senate.

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 College operates under clearly described procedures that describe faculty and academic administrator responsibilities regarding curriculum and student learning programs and services. In addition, the University System has a policy that explains the role of the Community College Council of Faculty Senate Chairs in advising the Vice President for Community Colleges (VPCC) on academic planning.

The foundation of this process occurs at the division level. Division faculty meet monthly during the academic year to discuss topics including curricula, student achievement, barriers to student success, course alignment/scheduling, and assessment. When course or program curricula are created or modified, the division submits proposals to the Curriculum Committee.

The Curriculum Committee is a standing committee of the Faculty Senate that includes the Vice Chancellor for Academic Affairs and faculty from each academic division and student affairs. At the course level, the Curriculum Committee's role is to review, approve, and maintain Course Outlines (COs); conduct five-year course reviews; and approve the deletion or inactivation of courses. At the program level, the Committee reviews and approves the creation, revision, or termination of programs. All curriculum decisions must obtain final approval by the Vice Chancellor for Academic Affairs and the Chancellor.

The Curriculum Committee is assisted by the Assessment Committee, which reviews Student Learning Outcomes (SLOs) for courses and programs. The Assessment Committee's mission is to encourage and promote a culture of assessment at the College. The primary purpose of outcomes assessment is to assure institutional effectiveness and to foster ongoing improvements in student learning. The Curriculum Committee is also assisted by the College's various designation boards, which review and approve applications for course designations to satisfy the various General Education graduation requirements (e.g., written communication, global and multicultural perspectives, quantitative reasoning, etc.).

Academic advisors, counselors, and librarians at the College are classified as faculty. They attend division meetings and provide feedback on academic issues, such as scheduling or the need for additional support services to improve student success in a particular course. The Student Affairs unit was also actively involved in the math and English redesign at the College. The College has developed an Integrated Student Success committee where instructional faculty, student support staff, and administrators meet to discuss how to best integrate student services with instruction.

Analysis and Evaluation

Campus and System policies and procedures are in place regarding the role of faculty and administrators in both curriculum and student learning programs and services. Although these usually function as intended, sometimes not all campuses agree on a Systemwide approach. For example, during the development of the UHCC Time to Degree: Co-Requisite Policy, the College's English faculty raised some objections to certain aspects of this policy. Nevertheless, the College has implemented this policy to align with the overall System initiative.

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

Within the guidelines and policies established by the Board of Regents and the University System, the College has established policies and procedures that ensure the following: 1) appropriate consideration of relevant perspectives; 2) decision-making based on expertise and professional responsibilities; and 3) timely action on institutional plans, policies, curricular changes, and other key issues.

Appropriate Consideration of Relevant Perspectives: The College has developed a process for communication that demonstrates its commitment to diverse perspectives.

College Council consists of representatives from all areas of campus (student government, staff, faculty, and administrators) and meets semi-monthly to address issues of concern to the College or campus community. To encourage the broadest participation in this forum, agendas are emailed to all campus constituents, and meeting minutes are emailed to all employees and posted to the website.

College Conversations, usually held for one-to-two hours during the all-college hour or in the late afternoon when most faculty should be free to attend, further demonstrate the College's desire to address key issues with as many campus stakeholders as possible. As described in the College Conversations Policy, students, staff, faculty, or administrators may propose a conversation topic and the entire campus is invited to attend. The informal, interactive format of College Conversations encourage people from all parts of the campus to work together and share perspectives. Recent College Conversation topics included: Implementation of our Sustainability Policy, Strategic Goals, FY19 College Priorities, Grant Writing, and the Campus Reorganization. During, fall and spring semester Convocations, faculty and staff meet to learn about and discuss topics such as Systemwide Initiatives, Goals and Priorities, and Performance Measure Statistics.

The students' role in decision-making is described in the ASUH-KCC Constitution and Bylaws. Article V of the ASUH-KCC Constitution and Bylaws ensures student representation at the College by requiring 13 senators to be elected to represent students in each of the five academic divisions and one At-Large member. These senators function as direct liaisons between academic units and student government. In addition to serving as student representatives to each academic division, ASUH-KCC representatives also

The College's Makaloa Council also illustrates the College and the UH System's value of diverse perspectives. Although Native Hawaiians are the indigenous population of our state, they are underrepresented in faculty and leadership positions in the UH System. In addition, the UH System's mission is to be a premier indigenous serving institution. To strengthen the College's ability to hire those with an understanding of Hawaiian culture and issues, the Makaloa Council initiated KCCP 2-2, which recommends that a Makaloa Council representative be appointed to all cabinet and search/hiring committees to not only represent the interests of Native Hawaiians but also serve as a cultural advocate to hiring committees.

Decision-Making based on Expertise and Professional Responsibilities: The College has policies that specify governance roles for faculty and students (see also Standard IV.A.3). The faculty's role is described in the University of Hawai'i Board of Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development, which states that "the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research." The emphasis on the faculty's role in academic decision-making at the College is echoed in the College's Division Chair Policy, which establishes guidelines for their selection. These criteria state that division chairs are faculty, which makes them valuable as "first-line administrators" in questions relating to instruction.

As noted above, College Council has broad representation and defined responsibilities for decision-making, per KCCP 1-7. Standing Committees that represent specific functions at the College have responsibilities defined in their respective Charter and Bylaws. Faculty also have a role in the development of academic policies through Faculty Senate, as described above.

The College maintains appropriate minimum qualifications for its faculty, staff, and administration (see Standard III.A). This ensures that employees have the necessary expertise to make decisions related to their role on campus.

Timely Action on Institutional Plans/ Policies/ Curricular Changes/Other Key Issues:

The College has policies that ensure timely action for updating both policies and institutional goals. Policy KCCP 1-1 states that all policies will be reviewed at least every five years, whereas KCCP 1-8 describes the review timeline for the College mission. KCCP 1-6 provides a timeline for review of academic programs and other units of the College to assess their demand, effectiveness, and efficiency. This policy also defines how and when updates to the review process should be made. The College's curriculum process sets a five-year review period for courses so that curricula remain relevant to both the profession and local workforce needs.

Analysis and Evaluation

Through its system of governance, KCC demonstrates that it values relevant perspectives in its decision-making and aligns decision-making with expertise and responsibility to take timely action on institutional plans, policies, curricular changes, and other key considerations.

The College's adoption of KCCP 4-10, No-Show Drop Policy, is an example of an institutional improvement that resulted from the consideration of diverse perspectives and collaboration of groups and units across the College. This policy, enacted in Spring 2015, enables instructors to drop students from their courses who neither attend nor make contact with the instructor during the first week of class. Both faculty and students recognized that such a policy would benefit the majority of students, as it makes seats available to students and prevents some negative academic and financial repercussions for no-show students, such as receiving F's on their transcripts or incurring payment obligations for courses they never attended.

The composition of the College's Curriculum Committee provides an example of decision-making based on expertise and professional responsibilities. The Curriculum Committee consists of nine voting members; five are faculty representing each division of the College. The Committee also has two ex-officio non-voting members representing academics affairs: the Vice Chancellor for Academic Affairs (VCAA) and the Educational Specialist from the VCAA's office. The VCAA's Secretary serves as the Curriculum Committee secretary.

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 College uses governance policies to guide processes for decision-making that are updated at least once every five years per KCCP 1-1. Policies are brought to College Council for discussion and recommendation to the Chancellor. Representatives from each division and unit, including the Faculty Senate, discuss proposals with their constituent groups and provide feedback to the proposer and College Council. College Council strives to achieve consensus through discussion on interpretation, implementation, and potential unintended consequences. In the event that a decision by the Chancellor differs from the Council's recommendation, the Chancellor provides the campus community with a written explanation of the factors affecting her overriding decision in accordance with KCCP 1-7. All of the Chancellor's decisions are documented in College Council minutes, which are e-mailed to campus employees and archived in the shared campus drive, CampusDocs.

The Chancellor keeps the campus apprised of new developments and initiatives at the start of each semester during College Convocation and semi-monthly through Chancellor updates at College Council. Additionally, the VCAA provides a campus and system report on new policies or procedures that affect faculty during the session. Lastly, the VCAS provides campus budget updates, including decisions made on resource allocations, at both Convocation and semi-monthly College Council meetings.

Analysis and Evaluation

Processes for decision-making are effective and used by employees of the College, and the resulting decisions are documented and widely communicated across the institution. Faculty and staff are involved in the planning phase for all major decisions that affect the College. A recent example is the process used to update the College's mission and goals. A Mission Statement Task Force was created that involved faculty, staff, and administrators, representing all units, to recommend a new Mission Statement. The recommendation followed the decision-making process (see KCCP 1-7), and was submitted to College Council for review, discussion, and recommendation to the Chancellor. The Chancellor forwarded the campus-approved proposal to the Board of Regents for final approval. Another example was the College's Reorganization Plan, which garnered participation from a cross-section of faculty, staff, and administrators, that provided input via an ad hoc working group. First, a College Conversation was held to introduce the possibility of reorganizing the College to improve institutional effectiveness and student learning. Next, the ideas generated from the conversation were given to the working group to draft a reorganization proposal to bring to College Council.

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

KCC Policies (KCCPs) guide the institution and are reviewed at least every five years to assure currency, integrity, and effectiveness, per KCCP 1-1. The policies relating to shared governance include the roles and responsibilities of the Administration, the review of established programs, the establishment of the College Council, the review of the College Mission Statement and Integrated Planning, the responsibilities and selection procedures for division chairs, and the process to propose or modify an academic policy. The most current versions of approved KCCPs are posted to the CampusDocs drive (the College's main Google Drive folder), which is accessible to all college employees.

In 2015, the College challenged itself to re-evaluate its campus organization structure, including leadership roles. While an entire campus reorganization is not undertaken on a regular basis, the College recognized the unique opportunity presented when two long-time administrators announced plans for retirement, which provided favorable circumstances to re-evaluate administrative areas of responsibility in light of current and future goals. Several changes resulted from the reorganization, including moving developmental English and math from academic support into the respective academic divisions to better align with college-level courses, consolidating the IT function, establishing an Institutional Effectiveness unit, and bridging academic support functions together under the Vice Chancellor for Student Affairs to more effectively serve students. Major changes in leadership roles occurred as a result. The College's willingness to undertake this process demonstrates its commitment to self-examination and improvement based on widespread campus input and discussion.

Analysis and Evaluation

The College evaluates its leadership roles, governance structures, and decision-making policies. One challenge the College has faced is creating a regular cycle of evaluation for some of its governance structures. Although surveys have been used for evaluation, some have not been administered on regular review cycles, whereas others have been changed in ways that make trends difficult to identify. As a result, the campus undertook a newly-designed governance survey in spring 2017 to gauge the effectiveness of KCC's shared governance structures. The results of this survey indicated strengths and weaknesses. For example, one weakness identified by the survey is that staff do not feel as connected to the College Council as faculty. This weakness was addressed by creating a Staff Senate, which mirrors the Faculty Senate, to provide more opportunities for staff voices to be heard and provided it with a voting seat on College Council. As a result, College Council

was revised to add a Staff Senate representative, complementing the existing three staff members, one for each Staff bargaining unit. The College website was also identified as an area for improvement, and it is being addressed by a new, full-time webmaster. A final weakness was the concern with the transparency of the budgeting process. As a result, the Vice Chancellor for Administrative Services now provides an update to the College Council regarding the fiscal year budget, verifies if divisions will receive base funding, and identifies the amount of extra funds for the APRU process. Rubric rankings, with comments generated from discussions within both College Council and Cabinet, are shared with the entire campus via e-mail. The Chancellor presents the finalized list of items to be funded to College Council, where any questions are addressed.

The governance survey also revealed strengths that included agreement that the mission statement directs the strategic plan, constituents know how to communicate information to College Council, and there is an effective process for reviewing the mission statement. The results of the survey were shared with the campus via email.

Evidence IV.A.

- IV.A.1-1 Student ID Form with bus pass information
- IV.A.1-2 Institutionalized Innovative Ideas
- IV.A.2-1 KCCP 1-7 College Council Policy
- IV.A.2-2 KCCP 1-2 College Conversations Policy
- IV.A.2-3 KCCP 4-2 Division Chair Responsibilities Policy
- IV.A.2-4 KCCP 4-17 Policy on Proposing or Modifying an Academic Policy
- IV.A.2-5 Faculty Senate Bylaws (2017)
- IV.A.2-6 Faculty Senate Charter (2017)
- IV.A.2-7 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.2-8 College Council Minutes January 10, 2018
- IV.A.3-1 Summary Table of Policies on Governance Roles
- IV.A.3-2 KCCP 1-8 Mission Statement and Integrated Planning
- IV.A.4-1 UHCCP 1.102 Community College Council of Faculty Senate Chairs
- IV.A.4-2 Curriculum Committee Charter
- IV.A.4-3 UHCCP 5.213 Time to Degree Co-req Policy
- IV.A.5-1 KCCP 1-7 College Council Policy
- IV.A.5-2 KCCP 1-2 College Conversations Policy
- IV.A.5-3 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.5-4 ASUH-KCC Student Government Constitution and Bylaws
- IV.A.5-5 KCCP 2-2 Makaloa Hiring Policy
- IV.A.5-6 Summary Table of Policies on Governance Roles
- IV.A.5-7 RP 1.210 UH Policy of Faculty Involvement in Decision-Making
- IV.A.5-8 KCCP 4-2 Selection of Division Chairs Policy
- IV.A.5-9 KCCP 1-7 College Council Policy
- IV.A.5-10 KCCP 1-1 Policy on Role of Administration and Updating Policies
- IV.A.5-11 KCCP 4-10 No Show Drop Policy
- IV.A.5-12 KCCP 1-8 Mission Statement and Integrated Planning Policy
- IV.A.5-13 KCCP 1-6 Review of Existing Programs Policy

- IV.A.6-1 KCCP 1-1 Administration, General
- IV.A.6-2 KCCP 1-7 College Council Policy
- IV.A.6-3 Mission Statement Task Force
- IV.A.6-4 Reorganization Plan
- IV.A.7-1 KCCP 1-1 Administration, General
- IV.A.7-2 KCCP 1-6 Review of Existing Programs
- IV.A.7-3 KCCP 1-7 College Council Policy
- IV.A.7-4 KCCP 1-8 Mission Statement and Integrated Planning Policy KCCP 4-2
- IV.A.7-5 Division Chair Responsibilities
- IV.A.7-6 KCCP 4-8 Policy on Selection of Division Chairs
- IV.A.7-7 KCCP 4-17 Policy on Proposing or Modifying an Academic Policy
- IV.A.7-8 Changes in Leadership Roles with College Reorganization (Summary)
- IV.A.7-9 2017 Governance Survey

IV.B. Chief Executive Officer

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality for the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Responsibility for Quality of the Institution: UH Executive Policy 1.102 stipulates that the Chancellor of each college in the UH System has the responsibility for administration and operation of the College, including financial oversight. The Chancellor is appointed by the University of Hawai‘i Board of Regents with full-time responsibility to the College and has the requisite authority to administer board policies developed to ensure the quality of institutions within the University of Hawai‘i System. As chief executive officer for the College, the Chancellor reports to the University of Hawai‘i Vice President for Community Colleges and serves as the College’s chief liaison officer to the President of the University, the President’s staff, the Board of Regents (BOR), and the Hawai‘i State Legislature.

Responsibility for Planning and Organizing: The Chancellor ensures that the College identifies and regularly reviews and updates the College mission and that the mission drives the establishment of strategic goals. Both the mission and goals provide the framework for college operations and planning. During the last two years, under the Chancellor’s leadership, members of the College community including the College Council, the Cabinet, the Faculty Senate, and other working groups have collaboratively updated the College mission, developed the 2016-21 Strategic Goals and began drafting a new Long Range Development Plan.

The Chancellor regularly communicates values, goals, institution-set standards, and other relevant information at Convocation each semester and through semi-monthly College Council meetings. In addition, the Chancellor holds College Conversations on important initiatives to encourage input from college faculty and staff. She ensures that the community is aware of the values, goals and performance of the College by including this information on the website, having a regular presence on local radio and in the island newspaper, serving on various community boards, and in speaking engagements for various community organizations.

Beginning in 2014, the Chancellor led discussions and forums with the entire campus on how to reorganize units within the College, after long-standing Administrators retired. The process began with a small group of faculty and administrators attending a conference on best practices in institutional effectiveness. A College Conversation began the formation of the Reorganization Working group. After much discussion within divisions, units, and committees, a final draft was submitted to College Council for review and recommendations to the Chancellor for approval in 2015. The reorganization added a professional development position, realigned the Student Affairs unit, and created an Institutional Effectiveness unit, which is reflected in the current Organizational Chart.

Responsibility for Budgeting: The College links institutional effectiveness, planning, and resource allocations to the College strategic goals through the Annual and Comprehensive Program Review (APRU and CPR) processes. Working closely with Cabinet and College Council, the Chancellor oversees these processes, invites broad input from the College community, makes final budget allocations, and communicates resource decisions to the College.

Responsibility for Selecting and Developing Personnel: Per UH Executive Policy 9.112, Delegation of Authority for Personnel Actions, the Chancellor has the final authority for all personnel hires. She also must approve all position requests and job descriptions. Since the last reaffirmation of accreditation cycle, the Chancellor implemented a first-year faculty and staff experience to better support personnel through activities designed to promote community, build teams, and immerse new hires in Hawaiian culture.

Responsibility for Assessing Institutional Effectiveness: To evaluate the College's effectiveness in achieving student learning, the Chancellor ensures that course, program and institutional learning outcomes are assessed. The College adopted LiveText to improve these processes. The UHCC System also has Institution Set Standards, adopted by the Council of Community College Chancellors, that measure the College's effectiveness and link outcomes to performance funding, both from the UHCC and UH Systems. The College's strategic goals are also linked to these standards. The Chancellor promotes college operations to meet or exceed student outcome benchmarks.

Analysis and Evaluation

There are multiple policies and practices at the College that provide the Chancellor with primary responsibility for the quality of the institution. Implementation of these has led to

effective leadership, as indicated by the examples below and relevant results from the 2017 Governance Survey.

Planning and Organizing: The Chancellor initiated a comprehensive mission review process that led to a new mission statement to better reflect our mission as a college within our particular cultural and community context. The entire campus and community focus groups were involved in this process. Another example was the Chancellor-led process to update the College's Strategic Plan, which once again engaged both the College and the community. In both of these examples, as well as in the reorganization discussed above, the Chancellor not only oversaw the process, but also actively participated in the work group discussions. Seventy-three percent of respondents to the Governance Survey strongly agreed, agreed or moderately agreed that the College has an effective process for reviewing its mission statement (item 22) and 73% of respondents felt that the College's mission directs the development of the strategic plan (item 6).

Budgeting: The College recognized that although the program review processes linked planning, data, and resource allocation, the link was not sufficiently strong; hence, the College revised the template and presentation process for program review under the Chancellor's directive. In the Governance Survey, 71% of respondents strongly agreed, agreed, or moderately agreed that budget decisions are trustworthy (item D2-b) and 84% of respondents believed that budget decisions are supportive of KCC's mission and goals (item D2-c). However, only 58% of respondents felt that the APRU process is valuable at measuring the effectiveness of programs (item 21). To address this issue, the Chancellor continues to work on ensuring that the program review process is strongly linked to the College's goals and drives the judicious and transparent allocation of the College's resources. At the end of the 2017-2018 academic year, a group of faculty and staff began meeting with the Director of Institutional Effectiveness to review the process and recommend further improvements to College Council in early fall 2018.

Selecting and Developing Personnel: The Chancellor recognized the importance of professional development and advocated for a full-time professional development position that came to fruition in August 2016. She also supported the implementation of the Makaloa Hiring Policy, KCCP 2-2, which recommends that a member of the Makaloa Council serve on select hiring committees. This aligns the College's hiring process with the Hawai'i Papa O Ke Ao Plan by supporting Native Hawaiian interests.

Assessing Institutional Effectiveness: As part of the reorganization noted above, the Chancellor created a new Institutional Effectiveness unit to provide more structure, oversight, and visibility to institutional effectiveness and quality control.

In the Governance Survey, 71% of respondents strongly agreed, agreed or moderately agreed that they work in a collegial environment that supports innovation (item 1). In addition, 73% felt that they work in an environment that supports institutional excellence (item 2), and 68% felt empowered by college leadership to take initiative to improve practices, programs, and services (item 3), and 65% felt that the institutional culture promotes willingness to examine and openly discuss institutional excellence (item 7).

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

UH Board of Regents Policy 2.202, Duties of the President, delegates the operation of the campuses in the System to the Chancellors. The Chancellor represents KCC at the UH and UHCC System-levels in multiple venues, including the Council of Community College Chancellors, the Council of Chancellors, and the UHCC System Strategic Planning Council.

The Chancellor is assisted in campus planning and oversight by an executive cabinet of vice chancellors and directors, with each having authority over their respective area, as indicated on the current campus organizational chart. Cabinet members include the Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, Vice Chancellor for Administrative Services, Director of Institutional Effectiveness and University Center, and Director of the Office of Continuing Education and Training.

Furthermore, each functional unit of the College is supervised by a manager, coordinator, or chair who reports directly to one of the administrators listed above. Examples include faculty members serving as division chairs or program coordinators. Other positions with administrative duties are linked to the unit supervisor in the College's organizational chart.

Analysis and Evaluation

An example of the Chancellor's oversight of the administrative structure is the reorganization effort mentioned in IV.A.1. The reorganization required the Chancellor to assess the administrative structure of the College and identify opportunities to improve the functionality of units both independently and collectively. The Chancellor's leadership on this complex and potentially divisive issue resulted in a well-functioning process with broad participation across the campus. The end result aligned campus functions and personnel to reflect current realities and poise the College to better address future challenges such as accountability, enrollment, and both student access and success.

An evaluation of the effectiveness of the reorganization, which became effective in January 2017, has resulted in several discussions on the misalignment of some positions and the need for some minor adjustments. For example, the Testing Center was moved to the Office of Continuing Education and Training, yet it provides math and English placement testing, which is vital to advising. Thus, the Testing Center will be moved to the Student Affairs unit when the minor reorganization occurs. Another discussion during academic year 2017-2018 revolved around the need for an Academic Dean. This position is being requested from the

UHCC as a new general funded position, as each college in the System is allocated a set number of general funded positions.

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning community 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;*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

Establishing a Collegial Process that sets Values, Goals, and Priorities: The Chancellor ensures the College has a broad-based, comprehensive, and integrated system for establishing values and goals. At the center of collegial processes is KCC's College Council, the governance body for the College. KCCP 1-7 establishes the makeup and functioning of College Council, stating that the Council "is the primary forum at the College which ensures regular and in-depth dialogue among all stakeholders about our mission, strategic planning, priority setting, policy development, and budget development." KCCP 1-8 defines the integrated planning process and details the responsibilities of the Chancellor and College Council for reviewing and updating the mission, strategic planning, reviewing programs, and evaluating processes.

To augment the integrated planning progress, the Chancellor communicates and seeks input regarding the College's values, goals and priorities through Convocations and College Conversations. Ad hoc committees may also be established by the Chancellor to collate input from stakeholders and develop recommendations to assist the College in decision-making.

Ensuring the College Sets Institutional Performance Standards for Student

Achievement: A common set of Institution-Set Standards (ISS) was adopted by all colleges in the UHCC System per UHCCP 4.203. The College's performance is measured against these standards and tracked annually. The policy explains that while the Office of the Vice President for Community Colleges (OVPC) is responsible for producing an annual report of achievement results, each campus is responsible for reviewing these results and using them in program planning and resource allocation. There is significant overlap between the ISS and the UHCC strategic planning measures.

Ensuring that Evaluation and Planning Rely on Quality Research and Analysis of External and Internal Conditions: As part of the recent reorganization at the College (see IV.B.1), the Chancellor established an Institutional Effectiveness unit that includes an institutional researcher to provide the College with data, reports, and analyses. The UH System Office of Institutional Research generates Annual Reports of Program Data (ARPD) to assist academic programs and non-instructional units in reviewing their program's performance. This office also reports on Institution-Set Standards to evaluate the performance of the College as a whole. The College conducts the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) every other year and posts results on the Institutional Research website. Results are used by units within Student Affairs to assess their effectiveness in meeting student outcomes. Individual faculty or programs may also request ad hoc reports from the institutional researcher to support data-driven planning and decision-making. To understand conditions in our community, the College relies on the Kaua'i Planning and Action Alliance Youth Report and the UHCC System's Hawai'i Industry Sectors tool, as well as input from advisory boards for Career and Technical Education programs.

Ensuring That Educational Planning is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning: The Annual Program Review and Five-year Comprehensive Program Review (APRU and CPR) processes require that resource requests and allocations are linked to at least one of the College's Strategic Goals that support student achievement and learning. Each year, the Chancellor guides the implementation of planning processes (fall semester) and initiates the annual review of these processes through College Council (spring semester) as outlined in KCCP 1-6.

Establishing Procedures to Evaluate Overall Institutional Planning and Implementation Efforts to Achieve the Mission of the Institution: The KCC Policy and Procedures for New or Revised Mission Statement and for Integrated Planning includes a plan for evaluating institutional planning and implementation processes to ensure that they remain aligned and in support of the College's Mission. For example, the APRU and CPR processes are evaluated annually in College Council and changes are made to improve these processes. The College also conducts a governance survey every five years. However, because of a change in Institutional Research personnel, the last survey was disseminated in 2017, a year later than intended.

Analysis and Evaluation

The Chancellor effectively guides institutional improvement through policy and processes and encourages the entire campus to engage in planning and continuous quality improvement through the program review process, College Conversations, Convocations, and committees.

The Chancellor initiated the review of KCCP 1-6 in spring 2018, per policy. An ad hoc committee met multiple times and submitted suggested revisions to College Council to discuss. The updated policy was supported by the Council and updated in April 2018.

In an effort to increase the use of meaningful data and analysis in decision-making, the Chancellor supported the purchase of data visualization software for the Institutional Researcher. This has allowed the Institutional Researcher to implement interactive dashboards for several key measures, including the College's Institution-Set Standards. These are made publicly available on the Institutional Research website and select faculty have been trained on the software. General trainings for the entire campus will be offered during the 2018-2019 academic year.

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceed 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 works directly with the Accreditation Liaison Officer (ALO), who serves on the Administrative Cabinet. Cabinet agendas have a standing agenda item for accreditation items where the ALO and ISER Chair provide updates on accreditation. In addition, the Chancellor has semi-monthly meetings with the ALO to stay abreast of reporting due dates, upcoming changes, and to discuss policies, as needed.

The Chancellor has served as both a member and chair on accreditation peer-evaluation teams, allowing for effective guidance and leadership regarding institutional accreditation. To increase the knowledge of Administrators, Institutional Self-Evaluation Report (ISER) Team Leads, and ISER Writers, the Chancellor has encouraged these individuals to complete the ACCJC basic online accreditation training and attend ACCJC conferences. The Chancellor helped to recruit ISER Team Leads and members widely from across the campus. Each member of the administrative team, including the Chancellor, was assigned a role to support the work of the teams working on Standards within their area of authority.

College, UHCC, and UH System policies have been developed and updated to align with ACCJC Eligibility Requirements, Accreditation Standards, and Policies. Therefore, all faculty, staff, and administrators at the College comply with accreditation requirements through adherence to these policies.

Analysis and Evaluation

The Chancellor has been an active and committed leader throughout the self-evaluation process, and has ensured that administrators are engaged as well. The Chancellor has set aside time during Convocation Week and throughout the semester for collaborative work on the College's ISER, and has fostered the engagement of faculty and staff in the process. For example, the Chancellor supported involvement of the new ALO (as of August 2017) on a peer-review self-study team in March 2018 and supported travel for key ISER personnel to

participate in accreditation meetings on O‘ahu with other community colleges in the UH System.

In addition, the Chancellor drafted responses to Eligibility Requirements 1-5, participated in College Conversations that led to the two Quality Focus Essay projects, and prepared the summary of the ISER for the ALO to present to the Board of Regents’ Academic and Student Affairs Committee in May 2018 for approval.

To-date, all policies at the College are aligned with ACCJC Standards and have been reviewed at least once during the past five years.

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

The Chancellor administers the UH Board of Regents, UH Executive, and UHCC policies and ensures that institutional policy and practice are consistent with the College’s mission. The College’s Strategic Goals is nested within the corresponding plans for the UHCC and UH Systems. In addition, all Kaua‘i Community College Policies align with and include references to Board of Regents, UH, and UHCC policies, where appropriate. KCCP 1-1 establishes the process for developing college policies. College personnel have an opportunity to provide input into the development of KCC policies and all BOR, UH, UHCC, and KCC policy additions and revisions are communicated to the campus community once they are official via email.

Per UH EP 1.102, the Chancellor effectively controls budget and expenditures and relies on the Vice Chancellor for Administrative Services and the Fiscal Officer to provide support and financial oversight in administering academic and non-instructional programs. The Chancellor tracks and supervises the budget process and expenditures. Since personnel is a large part of the budget, the Vice Chancellor for Administrative Services and the Chancellor work closely to monitor position counts, as the number of positions allocated to the College are set by the UH System.

Analysis and Evaluation

The recent mission review and update process, the strategic goals development for 2016-2021, and the reorganization process discussed in IV.B.1 all demonstrate the collaborative approach to a culture of accountability that the Chancellor has developed and that governance decisions are linked to the College’s mission.

IV.B.6

The Chancellor works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Chancellor plays an active role in the community and serves on many boards. The following table indicates the community boards and committees in which the Chancellor is currently involved or has been involved within the last six years.

Organization	Role
Friends of Kauaʻi Community College	Founder
HMSA Foundation Board	Member
Kauaʻi Community Partnership Hui (working with transitioning foster youth)	Member
Kauaʻi Community College Native Hawaiian Advisory Council	Founder
Hawaiʻi Council for the Humanities	Executive Committee
Kauaʻi Native Hawaiian Chamber of Commerce	Member
Kauaʻi Chamber of Commerce	Executive Committee
Kauaʻi Community Health Needs Assessment Plan	Steering Committee
Kauaʻi Education Leadership Alliance	Member
Kauaʻi Economic Development Board	Executive Committee
Kauaʻi General Plan Update Community Advisory Board	Member
Kauaʻi Planning and Action Alliance	Executive Committee
Keiki (Childhood) to Career Collective Action	Leadership Council
Leadership Kauaʻi	Keynote Speaker
Native Hawaiian Education Summit	Keynote Speaker

Analysis and Evaluation

The Chancellor is active in the community, and her work has resulted in several significant partnerships and productive initiatives, including the following:

- National Tropical Botanical Garden Partnership resulting in a shared lecture series and joint agricultural project,
- Kaua‘i Economic Development Board Partnership resulting in a planned Food Production Center located on the campus, and
- Area high school Partnerships resulting in the growth of the Early College program.

The Chancellor also ensures that communities served by the College are regularly informed about the institution through radio announcements, newspaper articles, and presentations. In recognition of her service to the community, Chancellor Cox was awarded the Adult Leadership Award from Leadership Kaua‘i in 2013.

Evidence 1V.B.

- IV.B.1-1 EP 1.102 Authority to Manage and Control Campus Operations
- IV.B.1-2 KCCP 1-8 College Mission Policy
- IV.B.1-3 KCC Strategic Goals 2016-2021
- IV.B.1-4 KCC Organizational Chart
- IV.B.1-5 Program Review
- IV.B.1-6 EP 9.112 Delegation of Authority for Personnel Actions
- IV.B.1-7 Institution Set Standards
- IV.B.1-8 UHCC Institution Set Standards Policy
- IV.B.1-9 UH Performance Funding Model
- IV.B.1-10 Governance Survey (2017)
- IV.B.1-11 UH Papa O Ke Ao Plan
- IV.B.1-12 KCCP 2-2 Makaloa Hiring Policy
- IV.B.2-1 UH 2.202 Duties of President
- IV.B.2-2 KCC Organizational Charts
- IV.B.3-1 KCCP 1-7 College Council
- IV.B.3-2 KCCP 1-8 Mission Statement and Integrated Planning
- IV.B.3-3 UHCCP 4.203 Community College Institution Set Standards
- IV.B.3-4 County Youth Report
- IV.B.3-5 Hawai‘i Sectors Tool
- IV.B.2-6 KCCP 1-6 Review of Established Programs
- IV.B.3-7 KCCP 1-8 Mission Statement and Integrated Planning
- IV.B.5-1 UHCC Strategic Directions (2015-2021)
- IV.B.5-2 UH Strategic Directions (2015-2021)
- IV.B.5-3 KCCP 1-1 Administration and Review of Policies

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 Board of Regents (BOR) of the University of Hawai‘i is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College System. The Regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed.

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Council (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of eight members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position.

The Bylaws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP). Several policies, including RP 4.201 (Mission and Purpose of the University), focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP).

Analysis and Evaluation

The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the Board encompasses all components of the University, including the University of Hawai'i Community College System and the individual community colleges.

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 board interaction among board members and with the broader University community is Regents Policy, RP 1.202 (Relationship of the Board to Administration and University). Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration.

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree.”

The 2017 Board Self-Assessment includes several items focused on acting as a unit. Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a high-performing group that works well together.

Analysis and Evaluation

As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

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

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. RP 2.203 (Policy on Evaluation of the President), establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment.

System CEO Selection: There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the Community College System. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in RP 9.212 (Executive and Managerial Personnel Policies). In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position.

Campus CEO Selection: The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, UHCCP 9.210 (Recruitment, Selection, and Appointment of Community College Chancellors), was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies. A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the College Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the

agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

UH CEO Evaluation: President evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence.

UHCC and CC Campus CEO Evaluation: The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, EP 9.203 (Evaluation of Board of Regents Appointees), and EP 9.212 (Executive/Managerial Classification and Compensation).

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai'i Community Colleges System further refines the annual evaluation of executive personnel, including Chancellors, through UHCCP 9.202 (Executive Employees Performance Evaluation). This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the College's attainment of its strategic goals as a component of the Chancellor's evaluation.

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda. Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations.

Analysis and Evaluation

CEO Selection: The procedures used to recruit and select the Vice President for Community Colleges and the College Chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President for

Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

CEO Evaluation: Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

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 University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern.”

In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University’s administrative legislative coordinator.

Analysis and Evaluation

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations.

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

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

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in RP 4.207 (Community College System).

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University's responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution. In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, RP 4.208, illustrating the alignment of mission and policy. Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in RP 4.201, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality." Policy RP 4.201, Section C.a also differentiates the basic unit missions (four-year

and two-year institutions), which are further articulated in individual campus mission statements.

Analysis and Evaluation

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the System, and reflect the 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 Board of Regents home page (<http://www.Hawaii.edu/offices/bor/>) includes links to the Board Bylaws and Policies. The Bylaws include sections defining the Board and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, 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 Board. The Bylaws also include the conflict of interest requirements for Board members.

Analysis and Evaluation

The Bylaws 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

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board's home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the Board policies and the related University Executive Policies and administrative procedures.

The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic notification to interested parties of any change in policy

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13.

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting. A further update was provided to the Committee on April 5, 2018.

Analysis and Evaluation

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that Board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai'i Revised Statutes, the public employee collective bargaining law.

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 Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai'i Graduation Initiative focusing on student success,
- Hawai'i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors,
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability, and
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University's role as the single system of public higher education in the state.

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UH Community College System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures.

The Board regularly receives updates on the University's progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways.

The Board meets on a rotating basis at the campuses in the System; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these System goals and that extend the goals and targets to the individual community colleges.

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

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member.

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.

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management. The Vice President for Budget and Finance also provides an overview of the State of Hawai'i budget as it pertains to the University System.

Analysis and Evaluation

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include Board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

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

Regents Policy RP 2.204 establishes the process for Board self-evaluation. In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process.

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014. Additionally, in 2012-2013, the Board undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations. The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations.

Analysis and Evaluation

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University's strategic directions.

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

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 Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation.

Regents Policy RP 2.206 (Policy on Regents as Employees), also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status.

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. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings.

Analysis and Evaluation

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

IV.C.12

The governing board delegates full responsibility and authority 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

Regents Policy, RP 2.202 (Duties of the President), clearly documents the relationship between the Board of Regents and the University System President, and establishes the authority of the President to implement and administer Board policies.

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, RP 9.218 (Delegation of Personnel Actions), describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President.

The structure of the University of Hawai‘i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System. The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus University System.

Analysis and Evaluation

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University System, the Board 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 Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluations of

board-related standards. A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting.

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai‘i in early Summer 2018.

Analysis and Evaluation

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.

IV.C. Evidence

IV.C.1-1	HRS304A-104: Regents; appointment; tenure, qualifications; meetings
IV.C.1-2	Board of Regents Home Page
IV.C.1-3	HRS304A-104.6: Candidate advisory council for Board of Regents RCAC
IV.C.1-4	Website Home Page
IV.C.1-5	Bylaws of the Board of Regents of the University of Hawai‘i
IV.C.1-6	Regents Policies (Chapter Tables of Contents)
IV.C.1-7	RP 4.201 Mission and Purpose of the University
IV.C.1-8	Board of Regents Minutes of April 20, 2017, pp. 8-9
IV.C.2-1	RP 1.202 Relationship of Board to Administration/Univ. (Section III.B.2.b)
IV.C.2-2	Board of Regents General Overview
IV.C.2-3	Board of Regents Minutes of October 31, 2017
IV.C.2-5	Board of Regents Minutes of November 16, 2017 (report on self-eval.)
IV.C.3-1	RP 2.203 Policy on Evaluation of the President
IV.C.3-2	RP 9.212 Executive and Managerial Personnel Policies
IV.C.3-3	UHCC 9.210 Recruitment, Selection, and Appointment of CC Chancellors
IV.C.3-4	Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17)
IV.C.3-5	Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9)
IV.C.3-6	Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11)
IV.C.3-7	EP 9.203 Evaluation of Faculty and APT Employees
IV.C.3-8	EP 9.212 Executive/Managerial Classification and Compensation

IV.C.3-9	UHCCP 9.202 Executive Employees Performance Evaluation
IV.C.3-10	360 Questionnaire for Executive/Managerial Evaluation
IV.C.3-11	President's Memo of March 29, 2017 (establishing new categories for 360) State
IV.C.4-1	Constitution, Article X, Section 6
IV.C.4-2	Advisory Task Group (ATG) on Operational and Financial Controls (11/2012)
IV.C.4-3	ATG report of May 12, 2013
IV.C.4-4	ATG report of May 12, 2013
IV.C.4-5	ATG report of July 15, 2013
IV.C.4-6	ATG report of August 14, 2013
IV.C.5-1	RP 4.207 Community College System
IV.C.5-2	RP 4.201 Mission and Purpose of the University
IV.C.5-3	RP 4.208 Sustainability Policy
IV.C.6-1	Board of Regents Home Page
IV.C.6-2	Board of Regents Bylaws
IV.C.7-1	UH System wide Policies and Procedures (PPIS) homepage
IV.C.7-2	Sample notifications from PPIS
IV.C.7-3	BOR Policy Review Schedule
IV.C.7-4	Committee on Academic Affairs and Board Governance Minutes (11/2017)
IV.C.7-5	Board of Regents Minutes of November 16, 2017
IV.C.7-6	Committee on Academic Affairs and Board Governance Agenda (4/2018)
IV.C.8-1	Board of Regents Minutes of January 22, 2015 (p. 15)
IV.C.8-2	Strategic Directions 2015-2021 and Strategic Directions Metrics Ppt.
IV.C.8-3	UH Metrics 2015-2016
IV.C.8-4	Midterm Report, January 2018
IV.C.8-5	UHCC Strategic Directions 2015-2021
IV.C.8-6	KCC Strategic Goals
IV.C.8-7	Campus Brief to Board of Regents
IV.C.9-1	Board of Regents Bylaws
IV.C.9-2	Board Orientation Agenda for 2017-2018
IV.C.9-3	Board of Regents General Overview
IV.C.9-4	Regents attendance at AGB/ACCT conferences (list)
IV.C.9-5	Board of Regents Minutes of October 6, 2016 (documenting AICPA session)
IV.C.9-6	State of Hawai'i Budget 101 (CFO Presentation)
IV.C.10-1	RP 2.204 Policy on Board Self Evaluation
IV.C.10-2	Cynthia Quinn Memo on changes to Board of Regents By-Laws (2017)
IV.C.10-3	Board of Regents Minutes of 11/2014 (Board 2014 self-evaluation. p. 2-4)
IV.C.10-4	Committee on Personnel Affairs and Board Governance Minutes (9/2017)
IV.C.10-5	Board of Regents Minutes 10/2017 (Board self-eval. and priority-setting)
IV.C.10-6	2012-2013 ATG Audit
IV.C.10-7	AGB Workshop on evaluating operations
IV.C.11-1	BOR Bylaws (conflict of interest guidelines, Article X, p 13-15)
IV.C.11-2	RP 2.206 Regents as Employees
IV.C.11-3	Board of Regents Minutes 1/2017(with Ethics Commission Presentation Ppt.)
IV.C.12-1	RP 2.202 Duties of the President
IV.C.12-2	RP 9.218 Delegation of Personnel Actions
IV.C.12-4	Board of Regents Minutes 9/2015 (Formation of IAFP task group, p. 5)

- IV.C.12-3 Board of Regents Minutes of 9/2015 (p. 9, need for IAFP task group)
- IV.C.12-5 Integrated Academic and Facilities Plan (IAFP) (penultimate draft, 1/2017)
- IV.C.12-6 Board of Regents Minutes 4/2017 (Report from IAFP task group/adoption)
- IV.C.12-7 Board of Regents Minutes special meeting 10/2017 (Agenda item V.A)
- IV.C.13-1 Board of Regents Minutes 2/2017 (p. 10) on creation of interaction group
- IV.C.13-2 Committee on Academic and Student Affairs Minutes 3/2017 (p. 3)

IV.D Multi-College Districts 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. The overall structure of the UH System is established in Board of Regents policy, RP 3.201 (Major Organizational Units of the University of Hawai‘i). The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy RP 4.207 (Community College System). UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated.

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai‘i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH system President. The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. 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.

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (see also IV.D.4.). The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University Systemwide policy-making and decisions affecting all campuses;

and to the Vice President for Community Colleges for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents' actions in supporting both individual campus autonomy and Systemwide coordinated operations.

The delineation of functions and the differentiation of responsibilities between System and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in Fall 2017. The Functional Map shows alignment with both the major accreditation topics as well as the detailed parts of Standards.

Analysis and Evaluation

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (Vice President for Community Colleges) and individual campuses (Chancellors), and identify 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 Vice President for Community Colleges (VPCC, the System CEO) 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 VPCC provides System-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two Associate Vice Presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The Associate Vice President for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of CC Systemwide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives.

The Associate Vice President for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the Colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications. Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-System level through the UH Office of Capital Improvements (OCI) now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the Associate Vice President for Administrative Affairs and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the CC and UH Systems to develop and justify minor and major CIP.

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community Council of Native Hawaiian Chairs.

Each campus also mirrors the System-level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the System level, the Colleges maintain separate executive management for Student Services with either Vice Chancellors or Deans. Vice Chancellors for Academic Affairs (VCAAs), Vice Chancellors for Administrative Services (VCASs), and Vice Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support.

In addition to these councils based on administrative positions, the CC System has also developed several System-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006. The System-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the System level, balanced with campus-based activities, ensures that the Colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional System-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy (EP 4.202), and a new Regents Policy (RP 4.208) signal a System-level commitment that will

impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the CC System level, which will require renewed and proactive commitment from the CC System office and the individual campuses.

Analysis and Evaluation

The UHCC System is well structured as a system to delineate the roles and responsibilities for the System as a whole on the one hand, and the individual colleges on the other. 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 (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the System office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the System-level initiatives such as the Student Success Council.

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 the district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The University System's budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawai'i Revised Statutes (HRS). Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH System are appropriated by major organizational units, of which the UH Community College System is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC System, and the individual College Strategic Plan. The Community College Strategic Planning Council (SPC) is the primary body for ensuring Systemwide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and

the Vice President and the Associate Vice Presidents for the community colleges. The SPC provides a planning context to ensure that System budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCCP 4.101 (Strategic Academic Planning). The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC System level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. 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. Other sources of internal and extra-mural funds (e.g., special funds, revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: UHCCP 8.000 (General Fund and Tuition and Fees Special Fund Allocation), and UHCCP 8.201 (Unrestricted Fund Reserve—General, Special, Revolving Funds). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the Reserve required by accreditors.

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with System and campus strategic objectives. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC 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. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a System pool of those positions, from which campuses may request reallocation, based on documented need.

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations. The Internal Audit Report was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit Report were included in the UH System’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature. As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs.

Analysis and Evaluation

Allocation of key resources, particularly funding and personnel, is guided by clearly established policies. 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 resources are used most effectively to support colleges’ 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 University of Hawai‘i System has a President, a Vice President for Community Colleges (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. As noted, the Vice-President for Community Colleges (VPCC) is the CEO of the System of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy RP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges. A subsequent memo to the College Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community

Colleges (OVPCC.) Key among the Major Functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated System policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in Executive Policy 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.” University of Hawai‘i Community Colleges Policy, UHCCP 8.000 (General Fund and Tuition and Fees Special Fund Allocation), also specifies the Chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.” Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B).

In line with the need for accountability in the fulfillment of their duties, Chancellors (and other Executive-Managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP 9.202 (Executive Employees Performance Evaluation). This review process was updated in late 2017.

Analysis and Evaluation

It is clearly documented in several policy and procedural documents 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 trend of delineation and delegation has generally given 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

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the University of Hawai‘i (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College System; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing

additional outreach across the state, are managed by the community colleges and UH-Maui College. A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the System.

As noted, there are multiple structures in place at the UH- and the CC-System level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. 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 Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan.

The cascading development of these three levels of planning results in a high degree of congruity and integration. 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 CC-System level, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in IV.D.3.

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai'i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is "...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition." The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the System (the three universities and the CC System) and affirms the further integration of planning in noting that "The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews."

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 are used 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 Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) 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 (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with memos summarizing BOR approved actions. Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS).

The VPCC also 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. Meetings of these Councils are documented, and each Council completes an annual self-assessment.

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work.

As noted, the community colleges function within a three-tiered system: The UH System, the UHCC System and the individual community colleges. Communication between the top two tiers (UH System and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between System and individual campuses is predicated on the expectation that campus representatives who sit on or are present at System-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and System indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely

access to information documenting discussion and decision-making at the System level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to System committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

Analysis and Evaluation

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized 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 process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed, new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals.

Of specific importance in this last context is the role of the Community Colleges' Strategic Planning Council (SPC), the primary body for assuring Systemwide participation in the UHCC strategic planning process, as codified in UHCCP 4.101 (Strategic Academic Planning). The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges.

Analysis and Evaluation

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

IV.D. Evidence

IV.D.1-1	RP 3.201 Major Organizational Units of the University of Hawai'i
IV.D.1-2	RP 4.207 Community College System)
IV.D.1-3	Organizational Chart
IV.D.1-4	1 Organizational Chart
IV.D.1-5	3 Organizational Chart
IV.D.1-6	4 Organizational Chart
IV.D.1-7	2 UH System website/Senior Leadership page
IV.D.1-8	University of Hawai'i CC Functional Map by Major Accreditation Topic
IV.D.1-9	University of Hawai'i CC Functional Map (Detailed Map by Standards)
IV.D.2-1	OVPCC Website – AVPCCAA page
IV.D.2-2	OVPCC Website – AVPCCAS page
IV.D.2-3	University of Hawai'i Office of Capital Improvements/Project Delivery
IV.D.2-4	KCC LRDP
IV.D.2-5	UHCCP 1.101 Council of Community College Chancellors
IV.D.2-6	UHCCP 1.102 Community College Council of Faculty Senate Chairs
IV.D.2-7	UHCCP 1.104 Community College Council of Native Hawai'ian Chairs
IV.D.2-8	Sample Agenda from VCAA & VCAS Meeting
IV.D.2-9	OVPCC Website: Academic Affairs – Student Success Council
IV.D.2-10	EP 4.202 System Sustainability
IV.D.2-11	RP 4.208 Sustainability Policy)
IV.D.2-12	OVPCC Web Page: Sustainability
IV.D.3-1	Hawai'i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
IV.D.3-2	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.3-3	OVPCC Website – Strategic Planning Council page
IV.D.3-4	UHCCP 4.101 Strategic Academic Planning)
IV.D.3-5	UHCCP 8.000 General Fund/Tuition and Fees Special Fund Allocation
IV.D.3-6	UHCCP 8.201 Unrestricted Fund Reserve/General, Special, Revolving
IV.D.3-7	Tables of CC Revenue Summaries
IV.D.3-8	Crosswalk of Performance Funding Measures
IV.D.3-9	UHCCP 9.495 Long-Term Vacancy Policy)
IV.D.3-10	Kapi'olani and Leeward CC Culinary Arts Programs (Corrective Action 2015)
IV.D.3-11	BOR Committee Minutes on Independent Audit, 2015 (IV.A.2, p. 3-6)
IV.D.3-12	BOR Committee Minutes on Independent Audit, 2016 (IV.B.1, p. 3-4)
IV.D.3-13	UH System Annual Report to the Legislature 2017
IV.D.3-14	UHCCP 8.200 Financial and Operational Oversight of Revenue-Generating and Financial Self-Sustaining Programs)

IV.D.4-1	RP 4.207 Community College System
IV.D.4-2	Board of Regents Minutes, 2005 (new Executive position of VPCC; p. 8-11)
IV.D.4-3	AVPCCAS Unebasami Memo, 2005 (functional statements, org. charts)
IV.D.4-4	EP 1.102 Authority to Manage and Control the Operations of the Campus
IV.D.4-5	UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
IV.D.4-6	EP 9.112 Delegation of Authority for Personnel Actions; Attachment B
IV.D.4-7	UHCCP 9.202 Executive Employees Performance Evaluation
IV.D.4-8	Board of Regents Personnel Affairs and Board Governance Minutes 2017 System
IV.D.5-1	Map with CC and Learning Center locations
IV.D.5-2	UH Strategic Directions 2015-2021
IV.D.5-3	UHCC Strategic Directions 2015-2021
IV.D.5-4	Individual Campus Strategic Plan
IV.D.5-6	Crosswalk of UH System and UHCC System Performance Funding
IV.D.5-7	University of Hawai'i Integrated Academic and Facilities Plan
IV.D.6-1	Sample Board of Regents memos to VPCC
IV.D.6-2	Sample PPIS Memos to VPCC
IV.D.6-3	UHCCP 1.101 Council of Community College Chancellors
IV.D.6-4	UHCCP 1.102 Community College Council of Faculty Senate Chairs
IV.D.6-5	UHCCP 1.104 Community College Council of Native Hawaiian Chairs
IV.D.6-6	Individual Campus VPCC PowerPoint presentations
IV.D.7-1	Board of Regents Personnel Affairs and Board Governance Minutes 2017
IV.D.7-2	UHCCP 9.210 Recruitment, Selection, and Appointment of CC Chancellors
IV.D.7-3	UHCCP 4.101 Strategic Academic Planning

H. Quality Focus Essay

As a result of College-wide Conversations with faculty, staff, and students held during the fall 2017 and spring 2018 semesters, two Quality Focus topics were chosen that are both related to student success: “Scheduling for Success” and “Integrated Career and Academic Services for Grades 11-14.” These topics align with UHCC Strategic Directions 2015-2012 (e.g. the Hawai‘i Graduation Initiative), the College’s Institution-Set Standards, and several Kaua‘i CC Strategic Goals (i.e., increase recent high school graduate enrollment/working adults, reduce the time to degree: accelerate college readiness, and increase the number of graduates).

Quality Focus Project #1: Scheduling for Success

Background

The College currently offers face-to-face courses at its single campus location, augmented by a limited number of distance education offerings and a small but growing number of Early College sections which are taught for high school students on the campuses of the three major public high schools on the island. The College serves students from everywhere on the island, and commuting to campus can be a barrier for some students because of:

- Distance to campus for students living on the west side or north shore
- Structure of roads on the island (coastal roads only)
- Traffic
- Time commitments to family and work
- Limited public transportation -- (Not as easily utilized as in urban locations, although a partnership with Kaua‘i County on a subsidized bus pass for students has been implemented).

Regular three-credit face-to-face classes are typically scheduled into time blocks that fit one of two patterns:

- M/W/F mornings: Classes start on the hour, providing three 50-minute blocks per week
- M/W afternoons and T/R all day: Start times are 85 minutes apart, to provide two 75-minute blocks per week.

The College holds “All-College Hour” on M/W from noon to 1:00 pm, and classes are generally not scheduled on Friday afternoons. This provides time for students to participate in clubs and other activities on campus, and for faculty to hold meetings and serve on committees.

Regular classes typically meet for sixteen weeks each fall and spring semester. There are two summer terms available to offer classes, although summer offerings are typically limited. Also,

with some exceptions, tuition for summer courses is set at approximately twice the rate as for regular-semester courses.

In recent years, the College has begun to offer more courses with nonstandard amounts of credits, which can create scheduling issues by occupying multiple time blocks or overlapping blocks in an atypical way. These changes have been driven by acceleration of course pathways in mathematics and English, including corequisite support courses.

Furthermore, there is a concentration of courses offered within the time blocks between (roughly) 9:00 am and 11:50 am. The College does not have much information as to whether this situation is correctly serving the needs of students and the community by offering courses during times of naturally high demand, or whether demand would remain static, increase, or decline if class times were more spread-out throughout the day.

Prior to each semester there is a “purge date” on which any student that has registered for classes, and neither has arranged for payment, nor is scheduled to receive financial aid, will have all their classes dropped (purged). The UH System has historically used the purge as a tool to release seats for other students to enroll in those sections. However, students can re-register for classes at any time after the purge, until the last day to enroll for the semester, for courses that have open seats.

Project Description/Goals

The project will encompass five years (2019-2023) with the goal of examining course scheduling at the College in terms of modality, location, time, days, length, etc., to best align with current student and community needs. This will not only aid in on-time degree completion but also provide novel scheduling opportunities for the community that will provide working adults more opportunities to pursue post-secondary education. Areas that will be explored include:

- Compressed courses (e.g., 8-week block)
- Part-time student course plans for non-cohorted academic programs
- Determine best practices for scheduling courses with nonstandard # of credits
- Expand summer offerings - (Pell grant availability is being marketed summer 2018)
- Develop offerings at off-site locations on north shore and west side to mitigate commute
- Address late registration and class cancellation procedures and timeline
- Consider year-long student registration
- Increase offering of hybrid courses
- Enhance place-based education with reworking of scheduling to provide time for hands-on learning in the community
- Other scheduling strategies as needed or discovered during this project

Two of the areas, compressed course scheduling and part-time student course plans will be implemented in 2018-2019.

Compressed Course Scheduling

This strategy involves scheduling courses in “part-of-term” blocks, such as two back-to-back eight-week blocks within the standard sixteen-week semester. This allows students to focus on a smaller number of distinct classes at any given time, creates more efficient scheduling with fewer empty zones of time between a student’s classes, and may strengthen classroom communities as students spend more concentrated blocks of time together and with their instructors.

Compressed formats have already been used at the College for cohorted career and technical education programs such as Culinary Arts and Automotive Technology. The innovation in the current plan is to apply this strategy to general education courses. The College has already had some successful experience in offering such formats for mathematics courses. Of the 58 students who began eight-week block pairings of a developmental course and then a college-level course, 37 of them (64%) successfully completed both courses. Although summer classes involve different circumstances, so far 37 out of 43 students (86%) have successfully completed a two-week offering of the Survey of Mathematics course.

In planning meetings for compressed course scheduling, two potential formats have been envisioned. One is a smaller-scale, cohort-based format where the compressed courses are taken by students as a set schedule. This is the format that the College will employ for 2018-2019, with one cohort of Natural Science majors and one cohort of pre-Nursing majors. The College will analyze the success of this format and gauge interest among faculty for the potential to offer a wide range of compressed courses that could be freely chosen among by students. Another factor that the College will consider is the length of the compressed blocks. The 2018-2019 cohorts will run based on two eight-week blocks, but four-week and five-week blocks are also under consideration for possible future offerings.

Part-time Student Course Plans

Currently, academic programs must submit course plans along with any curriculum changes. These show the suggested sequence of courses for students to take in order to complete the program within the appropriate time span. However, these course sequences are created with the assumption that students take a full-time schedule (a minimum of 12 credits). In recognition of the fact that most students are part-time, academic programs that are not already cohorted will create course plans for part-time students as well. These plans will account for the program’s fall

and spring offerings so that students can take the required courses on schedule. Programs will have plans ready for Fall 2019 and will track part-time students' progress to continually evaluate and revise the plans.

Major Data Source

The Institutional Effectiveness Office will conduct a Workforce Survey and a Kaua'i Residents' Survey over summer 2018. The survey will identify the scheduling needs of residents and employers on the island, providing guidance to the College in selecting the most fruitful strategies of the ones mentioned here. The survey results will also aid in establishing the details of how the strategies are implemented.

Implementation Plan for Scheduling for Success Project.

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 1 (AY 19)	Offer 8wk/8wk AS-NS and Pre-Nursing cohorts	Program Coordinators and Division Chairs	Increase SSH of students, successful course completion, and on-time graduation rates of nursing and ASNS students in block scheduling	# credit hours per semester per student, course completion rates, % students with on-time graduation, and fall-to-fall retention
	Conduct Workforce Survey and Kaua'i Residents' Survey	Institutional Effectiveness Office (IEO)	Identify scheduling needs of residents and employers to identify new scheduling ideas to increase enrollment (headcount and SSH) and increase on-time graduation rates	# students enrolled in newly scheduled courses, persistence of students in newly scheduled courses in the course, academic year, and fall-to-fall
	Develop guidelines for efficient scheduling of courses with nonstandard credits	Vice-Chancellor for Academic Affairs (VCAA), Faculty Senate, College Council	Reduction in time gaps on student schedules to increase both SSH and on-time graduation rates	# credit hours per student per semester

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 1 (AY 19)	Study examples of college implementation of “no late registration” policies; consider feasibility for KCC	Vice-Chancellor for Admin. Services (VCAS), Registrar, Vice-Chancellor for Student Affairs (VCSA), Advising/ Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	# courses cancelled 1 week before or after the semester begins # students in cancelled course that were able to add another course Fall-to-spring-fall retention rates of late-registering students
	Appropriate academic programs develop course sequence plans for part-time students	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/ Counseling	Retention and completion rates of part-time students increase because of a clear part-time course pathway	Fall-to-spring-fall retention rates
	Analyze feasibility of registration for full year	Student Affairs Unit	Increase enrollment and persistence because students can better plan by enrolling for an entire academic year, not just a semester	Fall-to-spring-fall retention rates

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 2 (AY 20)	Develop policies to address late registration and late class cancellation, if necessary, after Year 1 analysis	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	<p># courses cancelled more than 1 week before the semester begins</p> <p># students in cancelled course that were able to add another course</p> <p>Fall-to-spring-fall retention rates of late-registering students</p>
	Analyze data for Year 1 cohorts to inform Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Expand or contract off-site offerings, as appropriate	Chancellor, VCAA and VCSA	Increase enrollment and access	# courses offered, # students enrolled in each course, and % students enrolled only at the off-site location

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 3 (AY 21)	Analyze data for Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Analyze data for off-site course offerings	Chancellor, VCAA, and VCSA, faculty, and Institutional Research	Same as Y2 Anticipated Outcomes	Same as Y2 Assessment Metrics
	Determine a long-term model for compressed course offerings at the College	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/Counseling	Increase persistence and retention Increase on-time graduation rates	Fall-to-spring-fall retention % on-time graduates

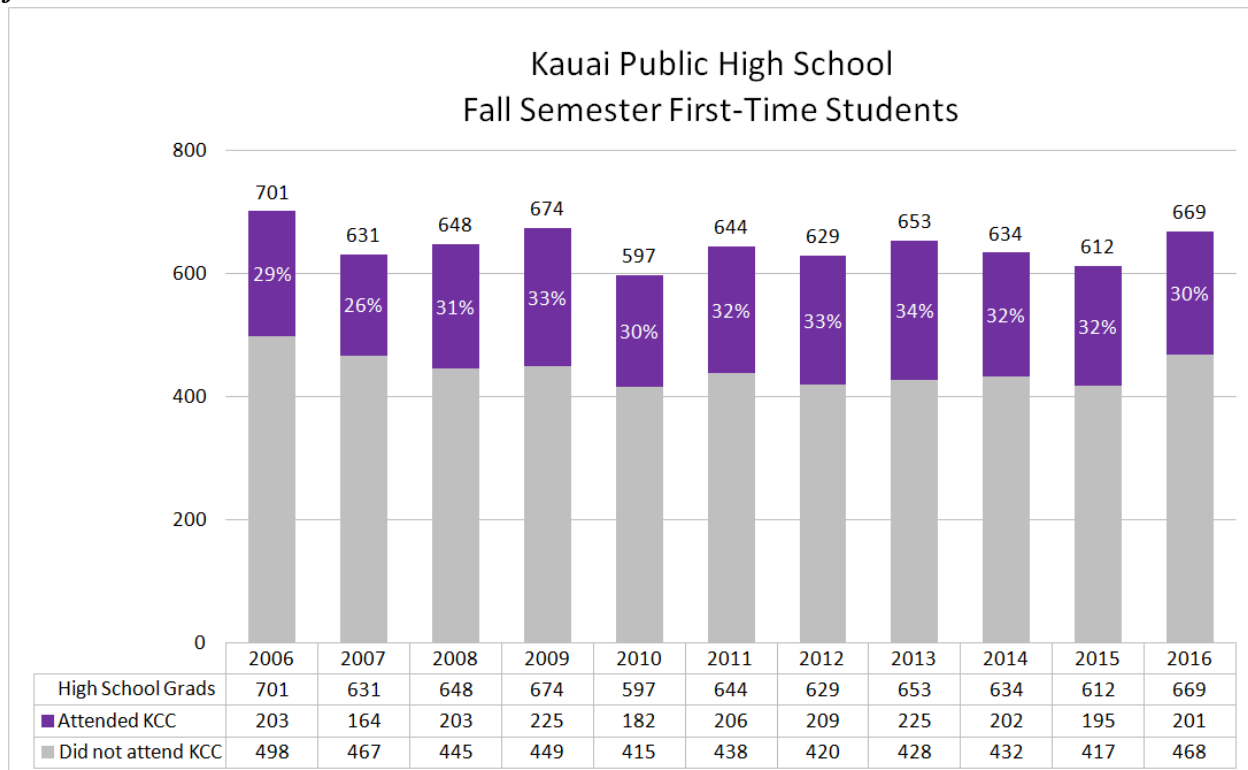
Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 4 (AY 22)	Study impact of policies to address late registration	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Same as Y2 Anticipated outcomes	Same as Year 2 Assessment Metrics
	Analyze progress towards degree for part-time students in new course sequence plans	Division Chair, Program Coordinator, program faculty, VCAA, Institutional Research, and Advising/Counseling	Same as Y1 Anticipated outcomes	Same as Year 1 Assessment Metrics
Year 5 (AY 23)	Analyze data from all initiatives and institutionalize successful scheduling practices	Entire College (College Conversation)	Initiatives will improve student success as defined in the UH Strategic priorities 2015-2021, Institution Set Standards, and Kaua'i CC Strategic Goals	Longitudinal analysis of assessment metrics for each initiative piloted

Quality Focus Project #2: Integrated Career and Academic Services for Grades 11-14

Background

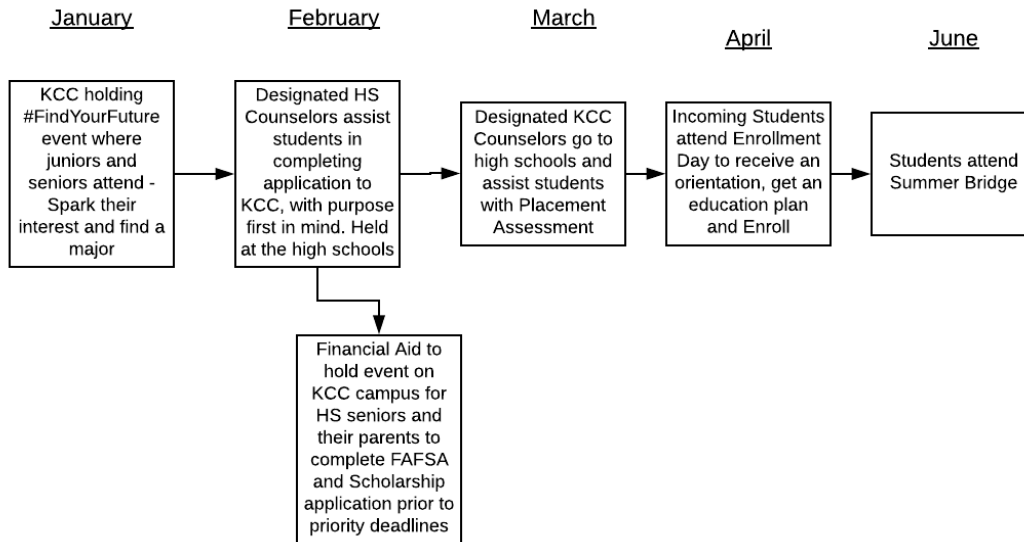
The College annually reviews its performance against its UHCC System Strategic Priority goals. The current Strategic Priority Plan spans 2015-2021. One notable decline over the past three years is in the number of direct high school enrollees, despite relatively stable senior class sizes at our three primary feeder high schools. Hence, the College is focused on increasing enrollments in this population over the next several years.

Percentage of high school graduates that directly enrolled at Kaua‘i Community College from 2006-2016.



Approximately 25% of Kaua‘i high school graduates directly enroll in mainland colleges, and the College does not expect to compete for this population of students. Instead, the College will focus on the 45% of high school graduates who do not plan to attend college. There is an opportunity to serve these students by educating them on career options and higher education at Kaua‘i CC while they are still in high school. For those who choose KCC, there is a further opportunity to assist them with both the admission process and financial aid application.

The Integrated Career and Academic Services Project will provide scaffolded and developmentally appropriate services to students while they are in their junior and senior years of high school so that they may choose college as an option and be ready to enroll before they graduate from high school. The flowchart below outlines the planned activities.



Project Description and Goals

This project will encompass a four-year period (Fall 2018 - Spring 2022) to track participants from their junior and senior years of high school through two years of community college. Specific programming (detailed below) will engage students, especially during their senior year, to explore and possibly choose a major, complete an application, complete orientation, complete placement assessment with the availability of high school grades and coursework, develop an education plan, and enroll. The goal is to complete these activities by April of each academic year to enable students to enroll before they graduate high school (please see flow-chart).

Timeline, Responsible Unit/Person, and Assessment Metrics

A pilot project was implemented at one feeder high school in spring 2018 that included offering a #FindYourFuture event at KCC for Juniors and Seniors, offering FAFSA and Scholarship workshops at the high school, and scheduling a parents night for incoming students. These activities will be expanded (Table 1) and scaled-up to include all three feeder high schools as well as three charter schools.

Baselines will be set using 2016-2017 data for activities or measures that exist, whereas baselines for new activities will be developed during the 2018-2019 academic year.

Implementation Plan for Integrated Career and Academic Services Project

Action Item	Responsible Person or Unit	Timeline	Resources	Assessment Indicator
Offer Financial Aid Nights/FAFSA Completion Nights at DOE High Schools and Island School. Continue to invite charter schools.	Financial Aid (FA)	October to November 2018-2022	FA Officer, FA student assistant	Feedback from HS and sign-in sheets
Implement Scholarship Manager completion nights at High schools. Explore offering this activity during the day at the high schools	Financial Aid	November to March 2018-2022	FA Officer, FA student assistant	# of Applications
Offer Common Scholarship application workshops	Financial Aid	November to March 2018-2022	FA Officer, FA student assistant	# of Applications
Hold #FindYourFuture Spark event day at KCC for Juniors and Seniors	Counseling and Academic Affairs	January 2019, 2020, 2021, and 2022	Avid program, 6-16 Grant	# of Attendees

Action Item	Responsible Person or Unit	Timeline	Resources	Assessment Indicator
Hold application days at local high schools	Designated Counselors	March 2019, 2020, 2021, and 2022	UHCC System Student Success Funds	# of Attendees
Offer Placement Assessment at local high schools	Counseling	March 2019, 2020, 2021, and 2022	None needed	# of Attendees
Invite all high school seniors to participate in an enrollment day at KCC	Student Affairs and Academic Affairs	April 2019, 2020, 2021, and 2022	UHCC System Student Success Funds	# of Enrollees
Schedule Parent Nights for parents of new incoming college students	Student Affairs	April - May 2019, 2020, 2021, 2022	UHCC System Student Success Funds	# of Attendees
Schedule Open Enrollment Days at KCC - students can complete all enrollment steps in one day	Student Success and Counseling	Once per month: April - August 2019-2022	UHCC System Student Success Funds	# of Attendees

Action Item	Responsible Person or Unit	Timeline	Resources	Assessment Indicator
Offer Early College at all three DOE schools and move to a pathway leading to certificate or degree	Academic Affairs	Each semester 2019-2022	DOE	# of Enrollees and # of Completers
Host tours for high school students	Marketing	Ongoing 2019-2022	Marketing Budget	# of Attendees
Offer Summer Bridge for newly matriculating students	Math Department	June-August 2019-2022	UHCC Student Success System Funds and Student Affairs Operating Budget	# of Summer Bridge Attendees and fall-to-spring persistence rates

H. Evidence

- H-1 Tuition Rates for Summer and Regular Terms
- H-2 Fall 2018 Compressed Course Cohort Plans
- H-3 Compressed Course Cohort Block Samples

I. Changes and Plans Arising out of the Self-Evaluation Process

Throughout the self-evaluation process, Friday accreditation meetings were scheduled to allow for open dialogue regarding the accreditation standards and current College processes. As with any self-evaluation, areas, functions, and processes were examined and possible improvements were suggested.

Changes Made at KCC that Arose from Friday Accreditation Meetings.

Date	Improvement Suggested	Change Implemented
January 20, 2017	Campus technology replacement plan developed and shared with College	ITAC Technology Replacement Plan
January 20, 2017	Add standing items (accreditation and innovation) to Cabinet meetings	Accreditation discussed at each Cabinet meeting
January 27, 2017	Solicit input from faculty and staff regarding governance	IR conducted focus groups in 2017 and shared the report with the Chancellor
February 3, 2017	Develop a governance survey	Disseminated by IR in 2017 and results shared with the campus via email
February 24, 2017	Ensure minutes and charters for standing committees are posted on the website	Modified KCCP 1-3 in September 2017 to require this of committees
February 24, 2017	Purchase visualization software to make data more accessible to faculty and staff	Purchased Tableau in 2017 and IR uses it to create some graphics in the Fact Book
April 21, 2017	Develop a process to update website information	Spreadsheet of all websites created by webmaster and supervisors identified responsible person and update schedule
April 28, 2017	Seek student input on accreditation	Student focus group held and ISER Chair presented results at a Friday meeting
Various meetings	Identified professional development needs	Website workshops and survey training offered in spring 2017

Standard Teams also identified areas for improvement during the process and added them to a master spreadsheet. The master spreadsheet was shared with Cabinet and many suggested improvements were implemented.

Improvements Implemented from Suggestions Made by ISER Teams.

Standard	Improvement Suggested	Outcome
I.C.1	Out-of-date policies	Revised KCCP 1-1 to require a review of all policies at least once every five years
I.C.1	Need someone dedicated to maintaining accuracy of website and ensure ADA compliance	Hired a full-time webmaster (previously a part-time position); new website created and launched in May 2018
I.C.2	ADA Compliant Catalog on the Website	2018-2019 Catalog is the first to be ADA compliant
I.C.9	Faculty Handbook needed updating	Completed by the Professional Development Coordinator for the 2017-2018 Academic Year
III.A.10	Faculty not on all levels of administration hiring committees	Added a Faculty Senate representative to all levels of the hiring process
III.A.13	Ensure faculty are aware of the UHCC Ethics Policy	HR will provide a hard copy of UHCCP 5.211 to all new faculty hires
III.B.3	Unsure of the effectiveness of facilities and equipment at the College	Developed and administered a survey to students, faculty, and staff in 2017
IV.A.5	Increase communication between administration and faculty	Faculty Senate Chair and the Chancellor have regular meetings

Areas of improvement that required additional time to complete were added to the ISER as Action Items. The College identified seven of these items:

1. The College's academic programs will develop course sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related to one of our Quality Focus Essays, Scheduling for Success.
2. The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees during the 2018-2019 academic year.
3. The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the Administrative Services Annual Program Review Update (APRU). The next survey will be disseminated in 2019.

4. The Human Resources office will develop a list of review dates for APT evaluations to remind supervisors of review deadlines for the 2018-2019 academic year.
5. The College will create a guide for orienting and mentoring lecturers prior to the spring 2019 semester.
6. The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College, beginning in August 2018.
7. Service outcomes will be developed or revised for both the Testing Center and Operations and Maintenance prior to the fall 2018 semester.

Glossary of Terms

Banner - The College's Student Information System (SIS)

COGs (Cognition Center) - Promotes STEM learning and interest through innovative projects with college faculty and students working with students from elementary to high school

Hawai'i Government Employee Association (HGEA) - Union representing Unit 3 (White Collar Employees), Unit 4 (White Collar Supervisors) & Unit 8 (Administrative, Professional, Technical)

Ho'ouluwehi: The Sustainable Living Institute of Kaua'i - Embeds innovative sustainability principles within KCC offered curriculum and practices

ITAC (Information Technology Advisory Committee) - Committee that provides an overall vision for the use of technology on campus

Imu Hale - A structure used by the Culinary program to teach traditional hawaiian cooking methods

Kahua (Foundation or Base) - Hawaiian word used in the Mission Statement

Kīpaipai - First Year Experience Program that assists students during their freshman year through financial, academic, and social supports

Kuali - Kauai Financial System (KFS); or Kuali Curriculum Management System

Laulima (Many hands) - The UH System's implementation of the Sakai Learning Management System. Laulima is the most commonly used platform to support distance education courses, although it is also frequently used to manage face-to-face courses as well

LiveText - Third-party software for tracking and reporting on assessment data

Makaloa Council - A campus council of those who focus on promoting the interests of Native Hawaiians at KCC

MySuccess (Starfish) - UH System's early alert system

‘Ohana - Hawaiian word for family or extended family

Papa O Ke Ao (Hawai'i foundation of enlightenment/knowledge) - A Systemwide committee whose purpose is developing a plan to make the University of Hawai'i a leader in indigenous education

PAR (Program Action Request) - Contains general education requirements for the program as well as the program student learning outcomes

STAR - An internally developed UH System used in myriad areas for student success

Star GPS - Provides students with recommendations on courses to take to complete their chosen degree or certificate, as well as warnings when students attempt to register for courses outside of their pathway

UHPA (University of Hawai'i Professional Assembly) - Union representing faculty within the UH

UPW (United Public Workers) - Union representing Unit 1 (Facilities, Operations & Maintenance)

Ulutopia - A three-acre experimental plot where students monitor breadfruit growth in partnership with the National Tropical Botanical Garden

Wai'ale'ale Program - Provides full scholarship and intensive support to individuals that would not otherwise consider college because of financial hardship and other barriers