EXTERNAL EVALUATION REPORT

Kauai Community College
3-1901 Kaumualiʻi Highway
Līhuʻe, Hawaiʻi 96766-9500

This report represents the findings of the evaluation team that visited
Kauai Community College from October 15-18, 2018

Dr. Sunita V. Cooke
Team Chair

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Kauai Community College
Peer Review Visit Team Roster
Monday, October 15-Thursday, October 18, 2018

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Summary of Evaluation Report

INSTITUTION: Kauai Community College

DATES OF VISIT: October 14 to October 18, 2018

TEAM CHAIR: Sunita (Sunny) V. Cooke

A ten-member accreditation team visited Kaua'i Community College (KCC) October 14 to October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, eligibility requirements, Commission policies, and the United States Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair workshop on August 2, 2018, and conducted a pre-visit phone call on August 28, 2018. During the visit, the team chair and assistant spoke with the chancellor and accreditation liaison officer (ALO) for KCC. The entire external review team received team training provided by staff from ACCJC on September 5, 2018.

The evaluation team received the College's Institutional Self-Evaluation Report (ISER) and supporting evidence approximately six weeks prior to the site visit. Team members found the ISER to be a comprehensive, concise, and a well-written document detailing the processes used by the College to address eligibility requirements, Commission standards, and Commission policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided an accurate picture of the College through the ISER, which contained several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay (QFE), on which the team provided comments.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On October 14, team members spent the afternoon discussing their initial observations drawn from the ISER and supporting evidence. KCC hosted a welcoming ceremony and tour honoring the culture of the island and College on the morning of October 15, 2018.

During the visit, team members met with approximately 149 students, faculty, staff, administrators, and community members in formal meetings, public forums, group interviews, and individual interviews. Team chairs and system team members also met with representatives from the University of Hawaii Community College System and members of the Board of Regents (BOR) representing the University of Hawaii Community College (UHCC) and university system. Questions from the KCC team about the system organization and services were provided by the KCC team chair to the UHCC chair. Some team members made informal observations of classes and other campus activities. Two open forums provided College stakeholders and community members an opportunity to meet with members of the evaluation team.

The team found that the College was well prepared for the team visit and the team felt welcomed by the entire campus and island community. The team appreciated the outstanding support provided during the visit by staff and particularly the Accreditation Liaison Officer.

The team found that the College satisfies all Standards, eligibility requirements, Commission policies and USDE regulations.

In addition to the commendations noted in this report, the team recognized several items of distinction that are worthy of comment:

- Students speak proudly of KCC and boast of the support and a sense of belonging the College provides.

- The intentional collaboration of the integrated student success committee have already resulted in changes that positively impact students.

- The technology support team and the facilities teams do an exceptional job of supporting and maintaining the beautiful campus despite their small staff size.

- The College's Chancellor has garnered a high level of community support in her eleven years at the College.

Major Findings and Recommendations of the
2018 External Evaluation Team

TEAM COMMENDATIONS

College Commendation #1

The team commends the College for engaging the campus and broader island communities in the development of a unique mission statement embodying the culture of Kauaʻi, the land, and indigenous peoples of the island. It has changed the ways in which the College, as a kahua, perceives and accomplishes its strategic priorities in the community by embracing Hawaiian language and culture through curriculum development, institution-set standards, hiring practices, and use of land and facilities. (I.A.1, I.B.3, I.B.6, II.A.1, III.A.12, III.B.2)

College Commendation #2

The team commends the College for its unique practice called "College Conversations" through which anyone, regardless of their official title or role, can bring forward innovative ideas for campus-wide discussion and consideration. (IVA.1)

System Commendation #1

The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

TEAM RECOMMENDATIONS

Recommendations to Meet Standards:
None

Recommendations to Improve Institutional Effectiveness:

College Recommendation #1

The College is encouraged to complete the transition to assessing of course learning outcomes through program learning outcomes and to use the results to improve student learning and achievement. (I.B.4)

College Recommendation #2

To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents, such as the KCC Distance Education Handbook. (II.A.7)

College Recommendation #3

In order to improve effectiveness, the College should evaluate the roles and responsibilities of constituent groups and engage in dialog about the appropriate consideration of relevant perspectives, while honoring timely action in the consultation process. (IV.A.3)

System Recommendation #1

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

Introduction

Kaua'i Community College (KCC) District was established in 1926 as a vocational school within the Hawaii Department of Education. In 1965, it was established as a comprehensive community college as one of seven community colleges within the University of Hawaii (UH) system. It is the only public higher education institution serving the county of Kaua'i (the islands of Kaua'i and Niihau.)

The College offers 18 associate degrees and 24 certificate opportunities for its students. In 1996, a University Center was opened to support baccalaureate and graduate programs through online programming from sister institutions for island-bound residents.

The campus sits on the island of Kaua'i in the town of Lihue. Total enrollment in fall 2017 was 1,346 students with approximately 441 Native Hawaiian students. Several changes to the executive management team of the College and facilities improvements were noted in the ISER since the last comprehensive accreditation visit.

KCC is part of the University of Hawaii system, which has ten public higher education institutions (three universities and seven community colleges). The state constitution provides for the autonomy of the University and the authority of the BOR. The University system has a 15-member BOR, nominated and then appointed by the Governor of Hawaii. The board delegate's authority to the UH president and authority over the community colleges is delegated to the vice president of community colleges (VPCC). Both the system president and the VPCC are held accountable through a regularly established evaluation cycle.

Eligibility Requirements

1. Authority
The team confirmed that KCC is authorized to operate as a post-secondary degree-granting institution based on continuous accreditation by the ACCJC of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the Eligibility Requirement.

2. Operational Status
The team confirmed that the College is operational and provided educational services to approximately 1,346 students in fall 2017. Of these students, approximately 27 percent are enrolled full-time. Approximately 15-16 percent of students are enrolled in online courses.

The College meets the Eligibility Requirement.

3. Degrees
The team confirmed that the majority of courses offered lead to a degree, certificate, and/or transfer. The majority of the College's students are enrolled in one of 18 associate degree programs or 24 certificate programs. The College awarded 430 degrees and certificates in the previous academic year.

The College meets the Eligibility Requirement.

4. Chief Executive Officer
The Chief Executive Officer of the UHCC system is delegated the authority to appoint the KCC chancellor, to whom he has delegated the responsibility for administering system policies. The chancellor is highly qualified for the position and has served in her role since August 12, 2008. Her full-time responsibility is to the College and she possesses the requisite skills and authority to provide this leadership. She does not serve as the chair of the governing board.

The College meets the Eligibility Requirement.

5. Financial Accountability
The Vice Chancellor for Administrative Services (VCAS) oversees the College's participation in UHCC's external and internal audits and all site visits. The UHCC system undergoes an external audit performed by certified public accountants, which includes a review of college procedures and processes. The UHCC audit is presented to the BOR annually by the VPCC. In addition to the annual audit, the College is evaluated through internal audits to ensure ongoing compliance with state and federal requirements, and UHCC policies and procedures.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this checklist are those that fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards that address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team reviewed the website, newspaper advertisement, and documentation and confirmed the college meets the policy on rights and responsibilities of the Commission and member institutions. No third party comments were received.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College has demonstrated that it has defined elements of student achievement across the institution and within programs and has institution-set standards that guide programs and the institution through self-evaluation and institutional improvement. When expected performance levels are not met, the College has demonstrated a process for addressing those gaps through the development and implementation of action plans/strategies to affect program and institutional improvement, while keeping in alignment with the mission and strategic goals.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team reviewed aspects and found the College to be in compliance. The College offers no clock-hour courses and adheres to the Carnegie unit method. System policies articulate requirements for a degree in compliance with the policy on Institutional Degrees and Credits.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College makes transfer-of-credit policies available on the website and in the catalog. System policies articulate policies on transfer and to transfer credit into the UHCC system. The institution complies with the policies on credit transfer.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]
Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:
The institution does not offer correspondence courses and does have appropriate definitions of distance education. The College has a distance education handbook to articulate effective processes and does follow the Commission policy on Distance Education.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team has reviewed the student complaint process and the complaints filed since the last comprehensive visit. There does not appear to be a pattern of complaints indicating a deficiency in meeting standards.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

⊠	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
⊠	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
⊠	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]
Conclusion Check-Off (mark one):

⊠	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed samples of advertising and recruitment material including the online catalog and noted the College is in compliance.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College has no Department of Education findings. Although the default rate is within the acceptable range, the College has proactively developed a plan to reduce student loan default rates, which appears to have significantly reduced the default rate over the past two years. The College has responded to all audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:
The KCC mission encompasses the culture of Kaua'i and demonstrates the College's central role in supporting the community. The College's role, as a *Kahua*, is articulated in the mission statement and associated defined practices (Mission Practices). The mission statement is presented in Hawaiian and refers to a Hawaiian proverb, to reflect the island's cultural heritage. The statements describe its overall mission, including its educational purposes, intended student population, educational programs, and commitment to student achievement. The College has embraced its unique mission and its commitment is seen throughout the College planning, priorities, and improvement efforts. The mission statement is integral in College planning conversations, and is used as an overall guide for institutional decision-making, planning, and resource allocation. The College has deeply rooted processes to use data to determine how well it is accomplishing its mission. College processes include regular assessment of access and success for Native Hawaiian populations through local and UH system processes.

Findings and Evidence:
The College mission statement and associated practices describe its overall educational purposes, intended student population, and commitment to student achievement. KCC's purpose is to "inspire, engage, and empower learners and educators to enrich our community and world." A proverb "First comes the foundation, then comes the building" is used to highlight the role of education in the community. The mission statement includes the reference "our community and world" to highlight the Hawaiian perspective and the central role of the College as a kahua for Kaua'i. Its intended student population groups are those living on the island of Kaua'i, however the College has made a specific effort to highlight its responsibility in the education of Native Hawaiian students. This focus on student equity is engrained in the culture of the institution, and the integration of the Hawaiian ethos in its mission. The use of both English and indigenous language further highlights this commitment. The types of degrees and certificates are "Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees." Its commitment to student learning and achievement is expressed with a focus on "learners." The College mission is evident throughout the College's planning, its strategic priorities, and in its Institution-Set Standards (ISS). The mission is centered in learning and focuses on ways in which the college can broadly impact students while attending KCC, and in careers and higher education following attendance at the college. (I.A.1)

The College locally and through UHCC system has extensive data systems that provides detailed reports on student achievement outcomes at the College and program level. Each year, the College reviews its performance in meeting mission practices using quantitative and qualitative data. Areas reviewed include affordability, diversity, educational opportunities, workforce alignment, and innovative learning. The institution has integrated its planning with the establishment of Institution-Set Standards (ISS) and with performance metrics established through the UH and UHCC systems. These metrics are driven by the mission and assessed on an annual basis. The use of performance metrics in the budgetary process also appears to expand the importance of this regular evaluation process and

ensures that resource allocations are tied to the completion of the College mission. College Conversations are held regularly to discuss topics related to institutional performance. Any constituent of the College may recommend a topic for the College Conversations and promote a dialog on student learning and institutional effectiveness. Additional assessment of how well the College is meeting its mission is provided to the community by the VPCC each fall. Performance measures related to completion, diversity, and system-defined subpopulations are presented and discussed via an open campus meeting. The College reviews and discusses data related to mission practices throughout the academic year in various forums to guide institutional priorities and through its program review and resource allocation processes. (I.A.2)

The UHCC goals are established through 2021 and the VPCC makes presentations annually to each community college on the progress. KCC reviews the data and goals every two years and establishes local priorities for addressing overall strategic priorities tied to the College mission. The College's programs and services are aligned with the College's mission to "inspire, engage, and empower learners ...." The policy on the Review of Established Programs prescribes how program action plans must align with the mission and strategic priorities, as outlined in the Annual Program Review Update (APRU) template. A key example is the integration of the cultural commitment to sustainability in its academic programs and student and administrative services. The mission concept of "our community and our world" drives the College's commitment to protect its land through academic programs and College efforts. The College evaluates its efforts toward achieving its mission through an annual review process of its programs. In addition, all programs undergo annual review and five-year program comprehensive 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 College 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. Assessment of student learning is a component of program review. (I.A.3)

The current mission statement was approved by the BOR in March 2017, and the College has a well-defined process for reviewing and revising its mission on a five-year schedule. The process is laid out in policy and includes robust involvement from the campus community. The process demonstrates the institution's commitment to inclusivity in the process and the need for the student body and community to help guide the direction of the College. The current mission revision began with a critical assessment of the College's place in Kaua'i and a reflection on its dedication to the community and the culture of the island. Populations throughout the College and the community then participated in refining the mission to ensure that it encapsulated the concept of the College as the foundation, *kahua*, of the community and its commitment to Native Hawaiian students and furtherance of native culture. The process led to the reinvention of the mission with a deeper and more local focus that has excited the College and further engaged individuals to support the accomplishment of the mission. The mission is widely published and can be found on the website and catalog. (I.A.4)

Conclusions:
The College meets Standard I.A.

Commendation #1

The team commends the College for engaging the campus and broader island communities in the development of a unique mission statement embodying the culture of Kaua'i, the land, and indigenous peoples of the island. It has changed the ways in which the College, as a kahua, perceives and accomplishes its strategic priorities in the community by embracing Hawaiian language and culture through curriculum development, institution-set standards, hiring practices, and use of land and facilities. (I.A.1, I.B.3, I.B.6, II.A.1, III.A.12, III.B.2)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

KCC has policies and procedures that are institutionalized in practice to promote ongoing dialogue of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College has a defined planning process that is centered on its mission and integrated with strategic priorities established by UHCC. This alignment is seen through established ISS, the College planning processes, the annual program review process, and the allocation of resources. The discussion of outcomes is well established as part of the culture of the institution and throughout the UHCC system.

Findings and Evidence:

KCC has well established processes for reviewing data on student outcomes and for engaging in collegial dialog on institutional improvement. These processes include dialog on ISS and the strategic priorities established through the UHCC. Critical dialog is structured and collegial with a focus on improving student learning and achievement. The dialog is further structured through a documented process for program review, which engages academic, student support, and administrative programs in a review of outcomes and the establishment of improvement activities. KCC identifies and assesses student-learning outcomes for instructional programs and establishes achievement goals for service areas from non-instructional programs on a scheduled cycle, annually, and five-year. KCC involves all programs (instructional and student support, non-instructional) in the APRU process. Included in this process are four programs with external program accreditation, which also engage in dialog about continuous improvement as part of their accreditation processes. KCC engages the campus in dialog about student learning and achievement through open forums such as bi-annual convocations, and in various committees (College Council, Assessment, Curriculum, and Integrated Student Success). Recommendations for program improvement and allocation of required resources are made through College Council. KCC is dedicated to developing, reviewing, and improving processes, such as program review and use of assessment tools, to support student learning and achievement. (I.B.1)

KCC maintains a process for the establishment of student learning outcomes for courses and instructional programs. Learning outcomes are reviewed by the Assessment Committee and alignment between program and course outcomes are reviewed by the Curriculum Committee to ensure the appropriateness of the outcomes and assessment methods. The College has been on a regular cycle of assessing all courses each semester. Through its regular assessment of processes, the College has updated its learning assessment process to focus on program student learning outcomes, which will be assessed on a five-year cycle. In keeping with continuous improvement, KCC realized the disconnect faculty experienced with assessment data and implemented LiveText in 2016 to address some of the assessment issues they were having. This is providing instructors more access and control over the data. As the college completes its transition, course student learning outcomes will be assessed based

on the cycle for the program to which the course belongs. Program student learning outcomes (PSLOs) are documented through the College's APRU and comprehensive program review processes. Non-instructional programs evaluate outcomes through the same annual and comprehensive review process. (I.B.2)

The College has established ISS for student achievement, which are revised every five years for alignment to the College mission and UHCC strategic directions. The College has a policy defining the process for establishing ISS and annual results are published on the College website. The College and the UHCC system publish detailed reports on the accomplishment of the standards at the College and program level. The College uses ISS to guide programs through self-evaluation during program review. ISS are tracked annually in reference to baseline and aspirational goals, which have been set by the UHCC system office and are aligned with the College's strategic directions and mission. The ISS integrate college federal scorecard data and are tailored to the specific goals and efforts of the College. In keeping with the College's commitment to support the Native Hawaiian population, one of the standards includes Native Hawaiian degrees and certificates awarded. (I.B.3)

The College is in the process of transitioning to evaluating course learning outcomes through assessment of PSLOs. This includes expected achievement level, the courses assessed, the assessment instrument, the results of assessment, and the use of the results in the establishment of activities or next steps. When expected performance levels are not met, the College has processes for addressing gaps through the development and implementation of action plans/strategies to affect program and institutional improvement while keeping in alignment with the mission and strategic goals. Achievement outcomes are integrated at the program level through the annual program review process. This provides an opportunity for programs to dialog on student outcomes and provide goals for improvement. Programs are also provided with an assessment of program health that is linked to data reflecting the College ISS, mission, and strategic priorities. Assessment of outcomes at the college-level are conducted regularly through UHCC review processes and the allocation of performance-based funding tied to student achievement outcomes. (I.B.4)

The College has multiple processes for the regular evaluation of its goals through the assessment of student outcomes tied to its mission and ISS, and the program review processes. The College has posted data transparently for the public to review outcomes disaggregated by gender, age, and ethnicity. Furthermore, the College has made a concrete commitment to achievement of equity for Native Hawaiian students, which is a metric for institutional and program-level assessments. The College has a program review process that incorporates assessment of student learning and achievement in alignment with the College mission and strategic priorities. Each APRU is reviewed in the context of the entire College mission and strategic goals. Discussion of qualitative and disaggregated quantitative data by all programs is required to assess their effectiveness and to determine future activities and funding for program improvements. The cycle is continuous, and the APRU feeds into the five-year comprehensive program review, which results in long-term institutional planning, resource allocation, and institutional effectiveness. (I.B.5)

Every year, programs receive data through the Annual Report of Program Data provided by the UHCC system office, which is disaggregated by various demographic categories including Native Hawaiian, Pell recipients, Perkins Core Indicators, STEM, full-time/part-time, and distance education. KCC reviews the disaggregated outcome and achievement data at both the program and institution level to identify performance gaps. When weaknesses are found through established "health calls," action plans and/or strategies are developed. In addition, the College has identified underperforming

subpopulations, especially the Native Hawaiian population, and has provided specific actions for improvement in learning and outcomes for these populations. Discussions and ideas developed during the fall 2017 College Conversations focused on the Native Hawaiian student achievement gap and were shared with Makaloa, and the Native Hawaiian Council to develop an action plan to implement during the 2018-19 academic year. As a result, a Makaloa Council initiative was developed to increase the hiring of qualified Native Hawaiians at the College to provide role models for Native Hawaiian students. In addition, the Native Hawaiian Council recommended implementing English and math early college courses and a summer bridge program for Native Hawaiian students in summer of 2018. This particular effort is an indicator of the breadth of improvement planning that results from the review of disaggregated student learning and achievement outcomes. (I.B.6)

KCC evaluates all College policies every five years to ensure that all policies align to and support the mission and strategic goals of the College. Representation from units, councils, and labor unions at the College, and the Faculty Senate assure effectiveness. College planning and program review processes are evaluated at the completion of each cycle and changes are made through recommendations of the College Council. There has been documented evidence of improvements through these processes, including revisions to the APRU process meant to simplify the documentation and reduce duplication. Similarly, the learning outcomes assessment processes have been improved based on recommendations from the faculty and shared governance groups. The College is invested in a system of regular review of its practices and embeds improvement efforts into its participatory governance processes. (I.B.7)

KCC communicates the results of all of its assessments and evaluations, focusing on strengths and weaknesses, at its bi-annual Convocations, College Conversations, and through the College's Institutional Effectiveness webpage. The results of assessment are public and well known throughout the campus. The further integration of priorities with those of UHCC led to additional sharing of strengths and weaknesses. This process has led to the identification of equity gaps during the 2017-18 academic year with Native Hawaiian students that has become the central focus of the UHCC and KCC strategic priorities. Tactics and action plans are developed for improvement of identified weaknesses at both the institutional and program levels. (I.B.8)

Evidence indicates that KCC has an integrated planning process in which program review and resource allocations lead into a comprehensive process that is aligned with and supports the College's mission and strategic goals. The Executive Cabinet reviews each CPR and schedules discussions with programs to give them the opportunity to highlight program strengths as well as to address weaknesses or to present resources needed to improve the program or implement innovative projects. Career and Technical Education (CTE) programs have program advisory boards that review these programs yearly for maintenance of industry standards. Short and long-term needs are also addressed through the process to direct the College's future. The College integrates its long-range plans and institutional priorities with its annual program review process and ties the allocation of resources with the programmatic efforts to improve student learning, meet college priorities, and address programmatic needs. (I.B.9)

Conclusions:
The College meets Standard I.B.

Commendation:
See Commendation #1

Recommendation #1
The College is encouraged to complete the transition to assessing of course learning outcomes through program learning outcomes and to use the results to improve student learning and achievement. (I.B.4)

I.C. Institutional Integrity

General Observations:

KCC demonstrates integrity in the accuracy of the information it provides to students and the public, including its online website and resources, publications, and documentation of institutional effectiveness. It regularly reviews policies and procedures to make sure they support the mission of the College. The College accurately presents its status with the ACCJC and its four programmatic accreditations.

Findings and Evidence:
The College provides data and information regarding its mission, goals, and outcomes with integrity and in a transparent manner in print and online formats. The College website is up-to-date and provides accurate information for students, faculty, staff, and community. The College mission is posted on the College website and is provided in English and Native Hawaiian. The most recent College catalog is published and available online. The College has chosen to forgo printed catalogs to support its mission and its commitment to sustainability. Up-to-date accreditation information is accurate and one click away from the homepage, including information on the College's four programmatic accreditations. Robust student achievement data is made publicly available and reflects the College's accomplishment of its mission, institution-set standards, and strategic priorities. (I.C.1)

The information in the College catalog is precise, accurate, and includes the facts, requirements, and policies required by the eligibility requirements. The College has a process for the regular review of the catalog and process to assure the accuracy of college and program data. The catalog includes course descriptions, program requirements, and course and program learning outcomes, including information on the College success rates and provides links to the College institutional effectiveness website for more information on achievement data. (I.C.2)

The College has clear policies and a practice for presenting student outcomes. The processes include the establishment, documentation, and annual assessment of the ISS. These outcomes are tied to the UHCC and College strategic priorities and are presented on the College website and in printed publications. The information is accurate and consistent and is provided publicly on a regular basis. The College also utilizes its program review process to communicate the effectiveness of its programs and each program's achievement of the College strategic priorities. Information and outcomes from the program review are available to students and the public on the Institutional Effectiveness website. The UH system website also includes detailed program-level data indicating program health. Graduation, persistence rates, and gainful employment statistics are available and up-to-date online, and the public has the ability to filter by selected fields to access data from other academic years and by core student demographics. (I.C.3)

KCC describes its programs and their learning outcomes clearly in the College catalog and on its website. Both the College catalog and website provide information regarding the programs and degrees offered. Using the online program pages, students can access the requirements, content, instructors, class schedules, both program and student learning outcomes, and gainful employment data and

information. Guided pathways information for each College program is also available online to assist students in determining which courses and programs meet the students' educational goals. KCC has also adopted STAR GPS, an online system to assist students with academic program planning, degree audit and on time completion of programs. This is part of a UHCC system-wide effort. (I.C.4)

The College policies have been regularly reviewed and revised to meet recommended improvements. KCC has processes for the regular review of local policies and practices that include a five-year cycle. The 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 meeting. While the College has worked toward the fulfillment of this cycle, some policies have been reviewed outside the stipulated time frame. The College should continue its efforts to review and improve its processes with the goal of consistently following its planned review cycle. All electronic publications are reviewed and updated by the site owners, which can be located online. The Information Technology Advisory Council (ITAC) is charged with monitoring and maintaining the College websites along with the Webmaster. There are processes in place to review and update UH system policies on a regular basis. Through the UHCC system, the College is able to provide input during the review of the UH system policies. (I.C.5)

The College accurately displays its costs, including tuition, fees, and living expenses. The information is found in the College catalog and on the website, which includes a net price calculator. The College complies with the Federal Gainful Employment requirements by providing information on the website regarding program length, cost, median loan debt, and completion statistics for occupational certificate programs with ten or more graduates. The College provides a link with the Hawaii Industry Sector Information to help students realize potential earning power and job opportunities relative to program costs. (I.C.6)

The UH system, in Title 20, Chapter 2 of its statement of "Rights and Responsibilities of the University of Hawaii Community," has developed a policy for academic freedom, impermissible behavior, sanctions, and hearings and mediation hearings for the university system, which includes the UHCC system. The College has demonstrated its commitment and academic integrity by following the guidelines on academic freedom and have posted those guidelines on the College website and catalog. KCC faculty are also provided details regarding their rights and responsibilities related to academic freedom through the University of Hawaii Professional Assembly (UHPA) contract. The College also has a student handbook indicating the rights and responsibilities of students, which is included in the College catalog and is required as a part of mandatory student orientation. (I.C.7)

The College has policies on academic honesty and the consequences for cheating and other acts of academic dishonesty. The College catalog and the Student Support Services web pages provide statements for students regarding academic honesty, nondiscrimination, both academic and non-academic grievance processes, academic probation, and consequences for violating the system wide Student Conduct Code. The website also includes assistance for students as it relates to academic standards and support. This effort allows students the opportunity to further learn about academic integrity requirements. The UHCC system has developed policies on faculty responsibilities including ethics, which is also published in the faculty and staff handbooks. The UHPA contract covers all faculty system wide and details the procedures for dealing with alleged breach of professional ethics. Any disciplinary actions arising out of an investigation will follow Article XVIII of the contract. (I.C.8)

The UHCC System adopted the American Association of University Professors Statement of Professional Ethics and has maintained this standard since 1989. Each faculty member is expected to "make every reasonable effort to foster honest academic conduct and to assure that evaluations of their students reflect each student's true merit." 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. (I.C.9)

KCC does not require conformity to a specific code of conduct nor seeks to instill specific beliefs or worldviews. (I.C.10)

KCC does not operate in foreign locations. (I.C.11)

The College communicates matters of educational quality and institutional effectiveness through its website and in its printed materials. It accurately describes its accreditation status and provides public access to all accreditation documents that are submitted to and received from the commission. KCC has submitted all required annual, comprehensive, and midterm reports as required by the Commission. The reports and the communications from the Commission are posted publicly. The website is updated with the most recent accreditation activities on campus. The College has clear information on its effectiveness on the website and works to effectively communicate with the public. (I.C.12)

The College has acted with integrity and transparency in reporting it accreditation status. The status of programmatic accreditation is also accurately and publicly posted. 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 KCC Institutional Effectiveness and the Accreditation web pages. KCC remains compliant with the regulations of the U.S. Department of Education in regards to accrediting agencies. (I.C.13)

The College is publicly funded and does not have any investors, parent organizations, or other external interests. The College is fully committed to its mission to serve its students and the community. (I.C.14)

Conclusion:
The College meets Standard I.C.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:
KCC strives to offer high quality programs and services to meet the needs of its diverse student population. Instructional programs are offered in fields of study that are consistent with the College's mission and with established higher education standards. The College assesses its educational quality through accepted methods, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and incorporates into all of its degree program components of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The areas in which pre-collegiate curriculum and courses are offered are clearly distinguished in the catalog, online, and in schedules for students. The College uses a variety of methods to assist in the scheduling process and allows students to complete certificate and degree programs within a consistent and acceptable time period. The College supports delivery modes, teaching methodologies, and learning support services that reflect the changing needs of its students.

Findings and Evidence:
Instructional programs are offered in fields of study consistent with the institution's mission. An example of the mission driven development of academic programs is the offering of Hawaiian Studies at KCC in support of their commitment to kahua and the island culture. Programs are developed with community input and based on strategic priorities. The College's programs are appropriate to higher education, culminate in student attainment of personal and academic goals, and have identified learning outcomes that lead to certificates, degrees, employment, or transfer. (II.A.1)

The faculty ensure that the content and methods of instruction for all courses meet generally accepted standards of higher education. Each program is reviewed annually and as part of a five-year comprehensive program review process. The program review process includes review not only of instructional programs but also of services such as tutoring, library, and advising. Campus dialogue includes presentations and review at College Council of program review results by department representatives. Course outlines are reviewed through the Curriculum Committee every five years. Based on conversations with faculty, courses that have not run in five years are placed on an inactive list unless justification is presented to continue to list the course as active and in the College catalog. (II.A.2)

Curricula, including course outlines (COs), program action requests (PARs), and student-learning outcomes (SLOs) are reviewed annually and assessed as part of the five-year review cycle. PSLOs are available in the College catalog and syllabi are reviewed by the VCAA to verify that SLOs are included, are given to each student, and are posted in the course syllabi folder in the VCAA office. (II.A.3)

The College offers pre-collegiate level curriculum. This curriculum is distinguished from college-level curriculum in the catalog (with two-digit numbers), and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level. Each pre-collegiate course

is part of an identified pathway to a college-level course. Data on student outcomes in math and English were presented to the UHCC Student Success Council in April 2017 and resulted in revised developmental curriculum in math and English. (II.A.4)

The College's degrees and certificates adhere to practices common to higher education by following the UHCC system policies. At KCC, the chancellor is responsible for quality assurance; the chancellor reviews all programs for alignment with the College's mission. Each program is approved by the BOR. The College catalog (p. 54) indicates that the College meets the minimum degree requirements of 60 semester units at the associate level. At the present time there are no courses offered at the baccalaureate level. (II.A.5)

The College schedules courses to allow students to complete degree and certificate programs within a reasonable time period that is consistent with educational expectations. Program and discipline sequencing information is published in the College catalog and course brochures, providing students with timelines for completion. Information is also available online through the STAR GPS system (using a full-time student to model program completion) and students work with an assigned counselor to develop educational plans by term. The College plans to develop course-sequencing plans for part-time students, as noted in the Scheduling for Success Quality Focus Essay. (II.A.6)

The College has demonstrated its commitment to reflect the diverse and changing needs of its students by offering distance education courses. KCC students may also take distance education courses at other colleges within the UHCC system. Through the University Center, students have access to local onsite support regardless of the university offering the online course. The UHCC system is in the process of launching additional online programs to support student access to academic programs offered by colleges throughout the system.

Based on interviews and a review of documentation, the College has articulated a clear process for approval for online courses, which includes certification of the faculty teaching online. A Distance Education Faculty Handbook was developed by the Distance Learning Committee in fall 2017 and includes best practices for the development of online course materials. The Distance Learning Strategic Plan developed by the Distance Learning Committee in fall 2017 identifies suggestions for continued evaluation and improvement of the quality of distance education at KCC. As noted in the plan "The navigation and look and feel of distance courses vary around the UH system, making it difficult for many students to effectively navigate their courses." A review of online courses at KCC suggests that while regular and substantive interaction occurs, students might benefit from a more standardized design of online landing pages to assist in navigating between courses and effectively using the delivery mode.

KCC also offers classes in each of the three public high schools on the island through Early College. Community and workplace advancement needs are met through the Office of Continuing Education and Training. (II.A.7)

The College follows UHCCP #5.302 policy on Prior Learning Assessment (PLA) and publishes information on the process of application in the College catalog. The system policy includes procedures that are meant to reduce test bias and enhance reliability. The policy outlines multiple forms of PLA including equivalency examinations, Non-Collegiate-Sponsored Education Credit (NCSE), Course Challenge / Credit by Institutional Examination (CBIE), and portfolio-based assessment that are eligible. Faculty are responsible for determining whether a student has met

learning outcomes for a course in order to receive credit. Over the past three years, 18 students have obtained credit using this process. The College does not offer department-wide course or program examinations. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with system policy (UHCCP #5.228), which is consistent with generally accepted norms or equivalencies in higher education. The College does not offer clock-hour courses. (II.A.9)

A review of documents shows that the College's transfer-of-credit policies are available to students through the website and through the catalog. External mechanisms such as the UH system course transfer database help to facilitate the transfer of credit and certify the comparability of transfer credit to the College curriculum. Counselors work with students to facilitate mobility and ease transfer. The UHCC system 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. The UH system maintains a list of articulation agreements on its Academic Affairs, Policy, and Planning webpage. (II.A.10)

The College has established core competencies for all instructional programs in communication, information, quantitative, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Each degree program is expected to have at least one course student-learning outcome (CSLO) that addresses each of these outcome themes. These core competencies and program-level outcomes are clearly published in the College catalog. The College assures assessment of the core competencies through a five-year cycle of program learning assessment. (II.A.11)

The College communicates its general education philosophy as outlined in UHCC policies (UHCCP 5.200 and 5.203) and via the College catalog. New program applications are reviewed by the Assessment and Curriculum Committees for general education requirements. For transfer degree programs, the general education requirements include the University of Hawaiʻi diversifications and foundations requirements. The campus Foundations and Diversification Committee approves those designations for general education courses. (II.A.12)

The College offers degrees that focus on at least one area of inquiry or an interdisciplinary core per UHCCP 5.203. All courses and programs have established learning outcomes through which faculty measure student mastery of key theories and practices within degree areas. (II.A.13)

Graduates completing career technical education certificates and degrees demonstrate technical and professional competencies through a variety of methods, including competencies that meet employment and other applicable standards, which are developed in consultation with advisory boards and/or external program accreditation standards. CTE programs complete Annual Program Review Updates (APRUs) using data, which includes job placement rates. Gainful employment data is published on the College website. Licensure pass rates and job placement rates are published on program websites. (II.A.14)

The College follows UH policy RP 5.201 when a program is to be discontinued honoring its commitment to students. Based on a review of documentation and discussions with faculty, the College has initiated discontinuance for programs over the last few years. Program discontinuance is

discussed at the Curriculum Committee and College Council and has included plans to allow students to complete the program. (II.A.15)

The College continues to improve programs and courses to enhance learning outcomes and achievement for students, and verified evidence of a cycle of curriculum review. Based on documentation and interviews with members of the curriculum, assessment, College Council (program review) and distance education committees, the College has in place several processes to review courses and programs for improvement. All courses in all modalities go through several steps of review, including the Curriculum Committee. Distance Education (DE) instructors are required to complete a DE certification before they can teach online and every two years after that. Course-level outcomes are reviewed by the Assessment Committee on a periodic basis. Programs are reviewed comprehensively on a five-year cycle with feedback given by the College Council. (II.A.16)

Conclusion:
The College meets Standard IIA.

Commendation:
See Commendation #1

Recommendation #2
To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents such as the KCC Distance Education Handbook. (II.A.7)

II.B. Library and Learning Support Services

General Observations:
It is evident that the KCC values its students and is committed to providing the learning support services students' need, the way they need them. The breadth of services provided include library collections, tutoring, digitally secure online resources, computer laboratories, IT Help Desk, and orientations/trainings for library users and other learning support services, as well as access to faculty in a safe and comfortable environment. These services are offered in a variety of ways and are delivered across multiple modalities. Through the program review process, the College works to ensure that these services stay current, relevant, and accessible while aligning their services to the College mission and strategic goals. The use of Community College Survey of Student Engagement (CCSSE) data indicates that the College works to align to the mission and strategic goals as they develop services to meet the students where they are. Student surveys have also indicated that there is a high level of satisfaction with these services.

Findings and Evidence:
The College provides library and a variety of other support services and assures they are secure and accessible to students and staff, both in-person and remotely. Collaboration between the student affairs and academic affairs units has provided a variety of integrated student support services that are delivered across multiple modalities. The Learning Resource Center, which houses the Academic Support Center (ASC) and library services, offers a space and necessary resources, technology, and staffing, including faculty who hold office hours, for collaborative learning. (II.B.1)

Through the College's program review process and the integration of student support among campus units, services remain varied, current, and accessible to meet student and personnel needs. Collaboration between the student affairs and academic affairs units has provided a variety of integrated student support services that are delivered across multiple modalities. The CCSSE is also used to measure the effectiveness and perception of student services. (II.B.1) Data from the survey has resulted in the provision of embedded tutors in math and English courses and an agreement by faculty in English, math, and chemistry to hold office hours in the ASC. The library improves its services though statistics on the use of resources by students and staff, an annual student survey, and the assessment of program student-learning outcomes. (II.B.3) Surveys have also been utilized to assess faculty and staff perceptions of the library, learning support services, and testing services, which has promoted continuous improvement in these areas. (II.B.2)

The Library Advisory Committee allows faculty to provide input into resource needs for students, and all faculty are encouraged to participate in the book selection process. To keep with the spirit of continuous improvement, the College decided to move this committee's function of supporting selection of materials to the Learning Resources Committee. This combined committee will continue its efforts to align with the College mission. (II.B.2)

The College collaborates with other libraries and vendors within the UH system and other agencies for library and learning support services in accordance with Intrasystem Loan and Lending Policies. The College continually tracks and assesses these services for utilization and accessibility through end-of-term surveys and contracted tutoring services. Using the online tutoring service Brainfuse, KCC's tutoring services provides additional, around-the-clock, digitally secure support for students, including distance education students who cannot make it to a physical appointment. (II.B.4)

Conclusion:
The College meets Standard II.B.

II.C. Student Support Services

General Observations:
The College takes pride in having a student-centered focus, an approach that is apparent across its array of student services. Services are offered in a variety of modalities to improve access for students. Access is also aided by the clustering of commonly used services in the conveniently located One Stop Center. Students at the College have the opportunity to engage in a wide variety of co-curricular programs. The College has taken steps to provide comprehensive student support through assigned counselors who provide academic advising and a mandatory new student orientation. As part of a recent system initiative, students also have access to a portal and academic planning system that connects them with program requirements and the ability to register online. The College is diligent in its efforts to remain compliant with all policies, including those related to admissions, the effectiveness of placement instruments, and security of student records.

Findings and Evidence:
Based on the evidence provided and interviews with college staff, the College provides core student support services on the main campus, at local high schools, and online. The services are regularly evaluated through the College's program review process, which also requires discussion of how those services align with the College's mission, system strategic priorities and college strategic goals. (II.C.1)

Support service programs at the College have identified outcomes that are assessed annually in the program review process. As demonstrated through conversations between the team and support services staff and administrators, results from assessments are used to develop action plans to strengthen or expand services. Examples include the development of workshops and services in response to what students have identified through surveys. In this way, the College provides appropriate student support services and programs and uses assessment data to continuously improve them. (II.C.2)

The College provides equitable access to appropriate, comprehensive and reliable services for all of its students. Most services are available in person, online, by email, telephone, or mail. Access to and visibility of the most commonly used services is also aided by the consolidation of those services into a One Stop Center (OSC). In addition, students benefit from new support tools that include a student portal, which allows access to online application, orientations and tutorials, transcript requests, financial information, and online registration. Some of the most recent work, also reflected in the QFE Project #2, was developed through collaboration of Academic and Student Affairs as part of a newly formed Integrated Student Success Committee (ISSC). The focus of the work is the development of a yearlong calendar of activities that reach out into the three local feeder high schools. Activities engage students (particularly those who do not show an intention to attend college) in learning about college and career through matriculation activities and a summer bridge program to help them start strong. Innovative efforts also include a relatively new "Never Cancel Class" program, offering student services and support (i.e., financial literacy, stress management, career education, and study skills) during class sessions that would otherwise be cancelled due to instructor absences. Based on discussions, all groups are included in college activities, including students from Niʻihau where Hawaiian is the native language. (II.C.3)

The College has a strong complement of co-curricular programs, however, no organized intramural athletic programs. The Associated Students of the University of Hawaiʻi - Kauaʻi Community College

Student Government (ASUH-KCC SG) is active in campus life and demonstrated by documentation and on-campus interviews. The Student Activities Council plans 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. Authority is designated to the chancellor of the College to approve a budget for student organizations. (II.C.4)

Each student at the College is assigned an academic advisor (faculty counselor) who supports the student in clarifying educational and career goals and in developing an action plan related to program requirements. The College also provides planning and registration options via a recently implemented online advising tool. Academic advisors participate in a number of professional development activities to remain current on best practices and to ensure that they are providing students with timely and accurate information related to academic requirements, transfer policies, and available resources. (II.C.5)

As an open-access institution, the College has adopted and adheres to admission policies consistent with its mission. Some specific associate degree programs (such as nursing) have more stringent admission requirements and publish those in the College catalog as well as on the website. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals, providing access to online tools such as STAR GPS to assist students. STAR GPS allows students to run "what if scenarios" to list their personal program pathway. (II.C.6)

The system office assists the Colleges in regular evaluation of placement instruments to validate their effectiveness and minimize bias. In November 2016, the KCC collaborated with other community colleges and the UHCC Student Success Council to begin moving toward alternative placement methods for students enrolling in math and English courses using grades in high school coursework, high school GPA, SAT scores, and Smarter Balanced assessments. Along with a revised developmental sequence, KCC implemented a multiple measures placement process consistent with that of the system, which has, based on faculty interviews, resulted in higher proportions of placement in transfer-level coursework. This initial work has also resulted in more students completing transfer-level math and English. The effectiveness of these alternative placement methods is being monitored at the system level by a Student Success subcommittee. In spring 2018, the UHCC facilitated an initial Accuplacer validity study to confirm the score ranges for math and English and will continue to monitor to ensure effective placement and minimize bias. (II.C.7)

Based on the documentation provided, the College has established that it maintains student records permanently, securely, and confidentially; that there is provision for secure backup of all files, and that the College publishes and follows established policies for release of student records. (II.C.8)

Conclusion:
The College meets Standard II.C.

Standard III

Resources

Standard III - Resources

Standard III.A – Human Resources

General Observations:
KCC is the smallest institution in the Hawaiian community college system. It is able to combine the formal policy and structure that derives from being part of a large, highly- structured system with the efficiency that comes from being a small college where most employees play multiple roles and know each other on a first-name basis. Policies related to hiring and evaluating faculty, staff, and administrators are published online and are readily available for review. Survey results indicate very strong agreement that there are sufficient personnel resources in administrative, faculty, and staff positions. The small size of the College makes it easy to shift resources in response to evolving need—the professional development coordinator has recently been increased to a full-time position to respond to College need. The College has integrated support for Native Hawaiian students and staff that the team found commendable.

Findings and Evidence:
Administrators, faculty, and staff are qualified for the positions they hold through a rigorous and fair recruitment process. Employees with academic training (faculty, administrators, and staff with a range of professional qualifications) are hired following processes developed by the UH system. Open faculty and administrative positions are routinely posted to *The Chronicle of Higher Education*. Staff members whose skill or expertise is not distinctively academic (groundskeepers, janitors, secretarial support) are hired through state of Hawaii civil service processes. The *Work at UH* website clearly distinguishes between BOR positions and civil service positions, and a random sample of position announcements indicated that they provide clear guidance as to the duties and responsibilities, minimum qualifications, desired qualifications, and the steps to be followed to apply for positions. The application process for most staff positions is now electronic; applications for faculty positions continue to be a paper and postmark system, though the College anticipates that this will also become an electronic process within the next year. Open positions reviewed by the team ranged from faculty lecturers to the VCAA. The College is challenged by the fact that most faculty job applicants interview via teleconference and it is difficult to identify applicants who will successfully adapt to the rural and remote setting of the College. In spite of that challenge, the team observed a very high level of professionalism and commitment among administrators and faculty. A survey administered by the college indicated that 85-89 percent of respondents within the College believe that it is effective in hiring qualified staff. (III.A.1)

A review of several faculty recruitments indicates that the College is both rigorous and flexible in identifying the qualifications necessary for faculty. A master's degree is the primary criterion, while some CTE positions recognize a bachelor's degree combined with significant professional experience. Core responsibilities on position announcements include "Prepare course syllabus and reports related to teaching and student progress." Considerable energy is invested in developing desirable qualifications so that the best-qualified individuals are identified and selected; the position

announcement for the recently filled VCAA includes as a desirable qualification, "Commitment to, knowledge of, or experience with the University of Hawaii's mission to be a premier indigenous serving higher-education system." Interviews with faculty at the College made it clear that faculty are responsible both for curriculum development and student learning outcome assessment. (III.A.2)

The recently filled (August 2018) position announcement for the VCAA clearly articulates the wide range of responsibilities held by the position: "This position leads in defining a vision, planning, organizing, delivering, and evaluating instructional programs at the College." The minimum and desired qualifications listed for applicants would yield a highly qualified pool of applicants with the range of experience necessary to direct the activities of a comprehensive two-year college. Survey data indicate that 83-89 percent of constituencies believe that administrators are well qualified. (III.A.3)

Position announcements for faculty and administrators stipulate the degrees required but do not indicate that these degrees must come from accredited U.S. institutions. The College's ISER indicates that transcripts are reviewed as part of the screening process and that the VCAA performs a second review to ensure degrees are from qualifying institutions before a job offer is extended. Discussion with staff made it clear that possession of a U.S. or equivalent foreign degree is in fact required for service within the institution. (III.A.4)

The UH system has a clear set of evaluation timelines for staff in four different categories; civil service, faculty, professional staff, and executive management. The College has developed an action plan to develop a list of review dates for administrative, professional, and technical (APT) evaluations to remind supervisors of review deadlines. The College reports that as many as 50 percent of these evaluations were not completed on time in the past (this was the only category in which there were significant late evaluations). Further inquiry indicates that the action plan has been implemented and has resulted in the majority of evaluations being submitted on time. (III.A.5)

KCC does extremely well in regard to maintaining a sufficient number of qualified faculty. The number of full-time faculty has held steady over the past five academic years, ranging between 75 and 80. Dependency on lecturers and part-time faculty has steadily declined from 51 in 2013-14 to 32 in 2016-17, which has increased the amount of instruction provided by full-time faculty. Faculty reported that some adjunct faculty are necessary in the fall semester but that virtually all instruction in the spring semester is provided by full-time faculty. When polled, 96 percent of students believed that the College provided sufficient faculty to support the College's programs. (III.A.7)

KCC employs approximately 30 lecturers/part-time faculty. They are invited to the same orientation activities (fall and spring convocations) as full-time faculty and are integrated into the divisions in which they serve. Faculty who teach more than 7.5 "teaching equivalencies" (course units) are members of the bargaining unit and the academic senate. Professional development activities are available both face-to-face and online and are organized by the professional development coordinator. In addition to these strengths, the College recognizes that other responsibilities sometimes bar part-time faculty from participating in campus activities and has formulated an action plan to better orient and mentor lecturers. (III.A.8)

KCC affirms that it has sufficient staff to fulfill its mission. Polling on the campus indicated that 93 percent of students and 85 percent of staff believe this to be the case. The College community is small and many staff members embrace multiple responsibilities. The College uses its program review process to identify and prioritize unmet staffing needs, and evidence that this process is working is

available in the College's decision to hire a webmaster to support the outreach and marketing goals of the newly formed (January 2017) Institutional Effectiveness Office on campus. (III.A.9)

KCC has the smallest by enrollment of the Hawaii community colleges and thus has the smallest number of administrators at six. While the College community had thought its administrative capacity was adequate, according to the College's ISER, "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 a resource request to establish an academic dean position." The lack of this position also meant the VCAA was often off-campus tending to responsibilities that would otherwise have fallen to a dean. Rather than fill the position once recommended by College Council, the chancellor chose to further review support for the recommendation before proceeding to recruit for the position. (III.A.10)

The UH system includes clear and comprehensive written personnel policies; many of these are subject to collective bargaining, which assures additional review and evaluation for clarity and fairness. The UHCC system has a formal adopted policy to promote Native Hawaiians into decision-making roles. The statement of the system is remarkable for its clarity and comprehensiveness: "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." The College's ISER provides significant evidence of the commitment of both the system and KCC to recruit individuals from a wide range of backgrounds. Interviews in the College community indicate that this commitment is widely supported and ongoing, and the system has recently made an additional "Commitment to, knowledge of, and/or experience with the UH mission" to be a premier indigenous serving higher education system". (III.A.11)

Conversations with members of the College community indicate that policies and practices related to the College's diverse staff are well addressed. The UH system includes a Pūko'a Council: "The Pūko'a Council is dedicated to increasing the number of Native Hawaiian students, faculty, staff, and administrators in the university system" (University of Hawaii Pūko'a Council website: https://www.hawaii.edu/hawaiipapaokeao/councils/). The KCC iteration is the Makaloa Council. This Council represents approximately 15 members of the College community from a Native Hawaiian background; members of the Council have a mandated seat on hiring committees and advocate for hiring candidates who can meet the needs of all of the College's diverse student population. Members do not need to be Native Hawaiian, but must be able to represent their interests.

The College plans multiple annual events that reflect and serve the diversity of the College community, including *Lā Kū'oko'a*, Hawaiian Independence Day, which falls in the month of November. The College's observation of Earth Day has grown to Earth Week and, in 2018, a whole month of activities focused on sustainability, central to college and system commitments to principles of sustainability. These are not generic celebrations, but events that draw students, faculty, staff, and the broader community together to reflect on and celebrate the needs and contributions of all members of the College community in light of the unique environment provided by the island of Kauai. The College has also recently hired a Title IX officer to assure that the system commitments to policies that promote equal employment opportunity are met. (III.A.12)

BOR Policy 12.201 establishes ethical standards for all employees of the system, while UHCCP 5.211 broadens that standard to faculty by adapting the American Association of University Professors (AAUP) statement of ethics. This is the statement that is widely used as the basis for academic freedom policies, but even a casual reading of the document indicates that it places as much emphasis on the ethical responsibilities of faculty as it does on academic freedom. (III.A.13)

This is notable given the College's small size within the system. The College supports a full-time professional development (PD) coordinator, who serves both faculty and staff, is a tenured faculty member on reassignment, and has worked on professional development including distance education for several years. Some trainings have emphasized technology tools (Google applications Laulima, LiveText, Zoom). Other offerings place emphasis on direct service to students. The PD coordinator organizes an annual new faculty and staff orientation that culminates in a multi-day retreat that has a focus on Native Hawaiian culture, language, and traditional practices. Participants are regularly asked to evaluate the quality of training available and changes are made in response to user comments. Activities are available on campus and through faculty professional development activities on other campuses of the UH system. To build on these strengths, the College has developed an action plan to develop and maintain a three-year campus professional development plan accessible by all College employees. (III.A.14)

In keeping with UH administrative procedure A9.075, personnel files are maintained for all employees. While most files are on the Kauai campus, records for some employee groups are kept in the UH Human Resources Office on Oahu. Requests to view records always begin at the campus level; College records are usually transmitted electronically or by courier to avoid the risk of losing documents in transit. (III.A.15)

Conclusion:
The College meets Standard III.A.

Commendation:
See Commendation #1

Standard IIIB – Physical Resources

General Observations:
KCC ensures that facilities are safe and sufficient to support learning and support services. The College ensures that facilities are maintained and built following approved standards and works to ensure compliance with outside agencies. KCC has documents in place that allows the College to plan for and monitor improvements as funds become available. The plans are monitored by appropriate administrators and the system office to prioritize improvements. In addition to these plans, the College conducted a survey of user groups to ensure awareness of concerns so they can be addressed accordingly. In addition to plans related to capital needs, the College also completed a comprehensive utilization study to maximize the use of their facilities. KCC has long-range plans in place that support the institution's goals.

Findings and Evidence:
Administrative Services, Maintenance, Operations and Public Safety are responsible for the maintenance of facilities and the safety of the campus. There is a work order process in place to allow the campus community to advise of any concerns related to facilities. Public Safety has a 24/7 operation that provides timely responses. Security cameras and access control are located across campus. KCC's Annual Security Report includes crime statistics for the College. The crime statistics are very low, reflecting the safety on campus. Inspections are conducted to ensure compliance on elevators and fire alarms. Fire inspections are not done on an annual basis, but the director of public safety, a former California fire department chief, works with his officers to conduct monthly inspections. These reports are shared with Maintenance and Operations and they coordinate the improvements to work towards a safer environment. (III.B.1)

Through the UHCC system and KCC, comprehensive plans are in place related to facility conditions, capital replacement needs, and space utilization. The College has a $1.7 million deferred maintenance plan, but it is anticipated that these projects will be completed by 2020. There are several plans in place related to facilities and space utilization. This is evidenced by the facilities renewal resource model, the facilities condition index as well as the long-range development plan. While the College has an existing long range development plan approved through the BOR in 1999, it has also locally approved an updated plan that aligns with its mission and its current and future needs. The plan is in the approval process through UH System policies. These plans are in line with the College's mission and goals. In addition, through the APRU process, the departments report back on their APRU form how previous allocations assisted their departments. This allows the College to close the loop on the allocation and report out that it assisted them supporting the College goals. Per legislation, the UHCC system receives $10 million dollars annually that is obligated to deferred maintenance amongst the community colleges. The vice chancellors for administrative services from all of the community colleges, meet and review their campus deferred maintenance needs. A recommended priority list is then provided to the AVP of Administrative Services at the UHCC system who finalizes the allocation to each of the community colleges. There are also additional allocations made to the community college system for new construction. These funds are prioritized and distributed in the same manner as the deferred maintenance dollars, which allows the administration to review the approved plans and prioritize. To achieve its mission, KCC works diligently on sustainable projects that protect the land. For example, facilities and grounds projects include partnerships involving multiple constituent groups that take into consideration the importance of the Hawaiian culture and plants that are rare and native to Hawaii. It is

very apparent that they care and that everybody is committed to making a positive difference. (III.B.2, III.B.3)

KCC's program review process requires that facility related requests align with the campus and program goals. These plans are reviewed and approved by the BOR. In addition, before new projects are undertaken, the College reviews the total cost of ownership through the APRU process. When a project is submitted through the APRU process, it must include any ongoing costs associated with the project. This allows the College to take all associated costs into consideration before making a decision. (III.B.4)

Conclusion:
The College meets Standard III.B.

Commendation:
See Commendation #1

Standard IIIC – Technological Resources

General Observations:
The small team of four information technology specialists that make up the KCC computer services unit provide excellent customer-driven services that support the College mission. Seven out of nine IT areas in the administrative services survey scored in the 80-90 percent range with "prompt and courteous service" scoring the highest at 92 percent customer satisfaction. While there is always room for improvement, and this is most evident in classroom technology and the integration of the College IT plan with overall integrated planning, KCC's computer services unit provides a very good example of a highly motivated and focused group whose response to feedback is proactive, immediate, and mission-driven.

Findings and Evidence:
The College has adequate technology to support teaching and learning. The KCC Information Technology Advisory Council (ITAC) circulates a form to solicit employee needs in terms of hardware, software, and equipment (ITAC onsite interview). Recommendations are then processed at the College Council level if part of the program review process. The administrative services survey also provides feedback on areas that require action. In the latest 2017 survey, classroom technology rated at 65 percent satisfaction (the lowest of the nine areas reported).

An immediate upgrade plan was established and is currently underway. ITAC emphasizes the need for sustainability, especially regarding maintenance when grant funds expire. Student and employee satisfaction with IT services at the college rated at 80 – 92 percent satisfaction. (III.C.1)

The College has two IT-based plans, namely the ITAC Vision Plan and IT Technology Plan. Investing, implementing, and replacing technology is well managed and resourced to supply the required technology. The request for upgrading classroom technology in the APRU process received a very high ranking. With the updated classroom technology plan "a one-time expenditure of $66,000" was approved "to upgrade approximately 20 classrooms with the new technology standard that includes a 75" inch display, Smart KAPP, desktop computer, and document camera, which aligned with the long-

term IT fiscal plan for technology replacement/upgrades". At the time of the ACCJC site visit, ten classrooms had been upgraded. (III.C.2)

Reliable access to technology with the relevant safety and security framework is provided at both the physical and electronic levels. The College acknowledges that the 2017 administrative services survey did not specifically ask about safety and security but deduces that in the absence of any data breaches or theft incident reports, the safety and security protocols and systems are working well. The IT department is considering the addition of a question for IT safety and security in the next survey. (III.C.3)

To continuously improve the delivery of appropriate IT instruction and support, the College offers multi-tiered support. Technology competencies for students are included in the College Institutional Learning Outcomes, the IT helpdesk provides technology instruction and support to students and employees, and the professional development coordinator supports employees as well (III.C.4-1, III.C.4-2). Non-credit courses on technology are offered by the Office of Continuing Education and Training and courses are also offered on the credit side. The 2017 administrative services survey scored the IT helpdesk at 84 percent for providing the requested technical support and 84 percent agreed they receive the technical training "necessary to perform their job duties and responsibilities." (III.C.4)

As part of the UH system, the College adheres to the UH Executive Policies and Administrative Procedures. The primary governing policy is the Use and Management of Information Technology Resources, which outlines "the rights and responsibilities for all parties, and were developed to ensure security and privacy". All students and employees are sent this policy at the time their institutional UH username is established. (III.C.5)

Conclusion:
The College meets Standard III.C.

Standard IIID – Fiscal Resources

General Observations:
The College receives funding through a combination of tuition and state revenue that is sufficient to cover the costs of operating the institution and fulfilling its institutional mission. Many of the common long-term liabilities, such as health care, the costs of negotiated salary increases and other post-employment benefits (OPEB) are covered through the state, providing additional financial stability to the College. The College independently, and through the UH system has sufficient controls and resource planning procedures in place to meet the needs of its educational and student support programs.

Findings and Evidence:
The College receives funding from tuition and state revenue that covers the costs of operations. The College has maintained a five percent general reserve, as stipulated in UHCC policy for the purpose of catastrophic incidences and requiring board approval to expend. The College also maintains a local operating reserve of approximately $500,000, approximately three and a half percent of the general funding. The College is able to maintain long-term operational reserves from tuition revenue, but must

spend all state allocations in the current fiscal year or it is returned to the system office. The College has spent down the operational reserve through a budget planning process over the past several years. This planning process is integrated with the College's annual program review process and resource requests are evaluated based on student outcomes through a structured college consultative review process. The College's ability to maintain an operating reserve and to allocate one-time and recurring funds for programmatic resource requests indicates sufficient funding to support educational improvement and innovation. Through the survey that was conducted, the majority of students and staff indicate that they believe funding is sufficient to support the College, which further validates this assumption. (IIID.1)

The UH system has a well-established policy for budget development, which includes allocations from the legislature. This negotiated budget includes processes linked to healthcare and salary costs, which ensures that state allocations meet cost escalations assumed by the UH system and its colleges. The fiscal year begins in July, but the final budget is often approved in September or October. This process delays the allocation of budgets through the UH system and UHCC. The college and university system have policies in place to support the development of budgets based on institutional planning. The strategic priorities of the UHCC are linked to the allocation of performance-based funding. KCC has been able to receive additional funding through this model and in support of its efforts to achieve improved student outcomes. The mission of the College is clearly linked to budgeting through the annual program review process, which allows programs to request resources based on assessed need and connection to the strategic priorities of the College. The College employs a rubric to prioritize the allocation of funds to meet programmatic needs and the review of requests is conducted through participatory governance processes. (III.D.2, III.D.3)

The College has detailed analysis of the finances of the UH and UHCC system and has a realistic appraisal of ongoing funding. These appraisals are based on the state funding model and the continued ability for the state to commit additional funding, including those needed for capital investments. The analysis has led to performance-based funding to support programmatic improvement and a focus on efficiency. The College conducts its own assessment of financial resources locally and utilizes the assessment to determine the allocation available to fund requests through the program review process. The College commits additional funding based on its mission and strategic priorities. Many of the common, anticipated cost escalations and long-term commitments are funded centrally through the state of the UH system. Cost escalations related to contract increases are part of the state negotiated budgets. Healthcare and OPEB are funded through the system as well. These mitigations of long-term liabilities allow the College to focus more exclusively on those areas that are most connected to the College mission and student outcomes. (III.D.4)

The UH system has detailed policies and procedures for internal controls and has policies mandating audits of financial records and processes. The system and the College utilize a central enterprise system that has controls in place to ensure that only those with authority have access to expend budgets. The enterprise system is focused on central functions and has limited reporting and tracking capability at the College program level. The system recently modified procedures to allow better reporting and tracking of budgets and accurately report the current budget balances in each cost center and category. Policies give local authority to expenditures under $25,000 and requires system approval for those that are greater. Locally, the vice chancellor over the program is responsible for ensuring the appropriateness of each expenditure. While there are no documented problems with this process, it is unusual that the enterprise system allows for expenditures beyond what funding is available in the account. The vice chancellor, administrative services is responsible for reporting out college-level

budget information and has done so with integrity. The College has also worked with the UH system to improve program-level reporting and to increase accuracy and transparency of budget information. Budget and expenditure reports are available on request. (III.D.5, III.D.6)

The UH and UHCC systems hire certified public accountants on an annual basis to conduct the required external, independent audit. KCC participates in these audits and its expenditures and transactions are evaluated as part of the audit. Through this process the system and College processes and controls are validated as effective and providing appropriate checks and balances and separation of duties. Financial audits with continued unmodified opinions support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable. The System Internal Audit Department performs evaluations on special funds to ensure that expenditures are consistent with the requirements of the funding source. The College also participates in internal audits that target specific functions on a cyclical basis. The process is used to assure internal controls and compliance with UH policy. The College responds to the findings from the audit process and has addressed the finding of noncompliance related to administration of financial aid. (III.D.7, III.D.8)

The College maintains sufficient cash flow and manages its budgets to effectively support its academic and student support services. In keeping with policy, the College maintains at least a five percent general reserve and maintains approximately three and a half percent operating contingency for use during the fiscal year. The operating reserve may fluctuate as part of the College planned budget development and based on the chancellor's recommendations for funding requests made through the program review process. (III.D.9)

The College has sufficient oversight over finances and this is evident in its maintenance of a balanced budget and successful audits. The College has responded to audit findings related to Federal Title IV regulations. The audit indicated a miscalculation of return of Title IV funding, which led to a review all calculations and $982 of questioned costs related to understating the funds needing to be returned. The results led to changes in the reporting dates for graduation to the National Student Loan Data System, evidencing that the College responds to findings and improves processes as a result of such findings. (III.D.10)

The UH system and the College's local policies guide the College fiscal planning and process for the allocation of resources. The College receives long-term financial outlook from the state and the system. The College has been able to use these projections in its planning and in the determination of its use of operating reserves through its program review process. The College obligations, including OPEB are accounted for by the state system, which mitigates long-term financial risk. With the state assuming these long-term obligations, the College is able to focus on the use of local funds to achieve its mission and does not need to project funded and unfunded OPEB liabilities. In its local fiscal planning the College notes obligations for which it is responsible and includes those expenses in long-term planning. The local obligations include a small number of employees whose OPEB do not fall under the state system. UHCC determines KCC's local liability and assesses the College during the budget development process. UHCC incurred local debt to finance the development of energy efficiency and sustainability projects. The debt will be paid over 25 years and the College's portion of the annual payment is assessed through UHCC budget development process in an amount less than one percent of total general funding. This cost is offset by the savings from the energy projects. The first project has been completed with solar paneling on the One Stop Center building and the College is in the design phase of a larger solar project. While neither of these photovoltaic projects were funded with the debt, the debt was used to pay for an energy efficiency performance contract, mainly

involving a T8 lighting retrofit and energy management system. While the debt is a long-term commitment, the College indicates the overall impact will be a cost savings through reduced energy costs. (III.D.11, III.D.12, III.D.13, III.D.14)

The College offers student loans and there are approximately 100-150 students in the repayment phase. The College has high loan default rates over 25 percent in past years. This rate is near the 30 percent default rate threshold identified by the Department of Education. As a result, the College has taken steps to ensure continued compliance with financial aid standards and has significantly reduced default rates in the most recent cohort. The College has shown continued efforts to address loan default rates. (III.D.15)

The College contracts for several services in the library and support services through online databases and services. The contracts align with the College mission and are in support of student achievement. The College has several state and federal grants that support academic and support programs at KCC. The College only pursues grants within and in support of its mission and these grants are audited to ensure appropriate controls. The College provides early college experiences at its local high schools through contractual relationships that allow students to take classes tuition free. In addition, KCC enters into contractual relationships with local healthcare agencies to provide internship opportunities for KCC students. Each of these agreements is consistent with the College mission and are evaluated on an ongoing basis for standards of quality. Each of these contracts are approved utilizing the current policies and procedures. (III.D.16)

Conclusion:
The College meets Standard III.D.

Standard IV

Leadership and Governance

Standard IV.A   Decision-making roles and processes

General Observations
As part of the Hawai'i Community College System, KCC has clearly defined roles and responsibilities for administrator, faculty, staff, and student participation in leadership and governance. The team reviewed a variety of system and college policy documents that guide decision-making and observed a campus environment that embraces and exhibits respect for all perspectives, built on a foundation of service to the student and broader community. The team was impressed with a number of initiatives that have emerged from the College's governance processes, including the development of a bus pass system (which originated with student government), new curriculum on voyaging canoes (which originated with the Hawaiian Studies faculty and was supported by a Title III grant), and a lunch voucher system (which originated with the Integrated Student Success Committee).

The College embraces ideas for innovation that shows innovative ideas initiated by a variety of groups and indicates broad participation. KCC's Makaloa Council promotes the interests and understanding of Native Hawaiian and indigenous culture.

As a result of the 2017 Governance Survey, improvements to increase effectiveness in many College areas including technology and the budget process were made in response to gaps that were identified. For example, the VCAS now prepares more frequent reports, which are regularly distributed to each of the five divisions. The reports are also available on demand.

Findings and Evidence
KCC has a range of policy documents, at the UH and UHCC systems and college level, that provide structure and clarity in the governance process. KCC includes a range of leadership bodies, including College Council, Faculty Senate (with a range of standing committees), Student Government, and active exploration of establishing a staff senate. Team members met with several student leaders, including the student members of the College Council, and found them knowledgeable about campus processes and passionate in their commitment to advocating for students. The College notes the challenge of maintaining student participation in a two-year college environment and has established an action plan to increase student participation in governance.

Of particular note at KCC is College Conversations, an innovative approach to encouraging innovation and excellence. College Conversations is codified in Kaua'i Policy Guideline 1-2: "to provide opportunities for the College community to be informed and engaged in moving the College forward on important initiatives, the College will hold occasional College Conversations for employees and students on topics of relevance to the mission and strategic plan of the College" and allows for "Anyone from within the College may recommend having a College Conversation." The policy requires that meeting notes be taken and distributed to the College community electronically. College Conversations can be called by any member of the College community and are held at a time when most constituents are free to attend, such as during the all-college hour or late afternoon. (IV.A.1)

Both the UH system and KCC have policy recognizing the importance of administrators, faculty, and staff leadership bodies. Policy documents are succinct and clear in regard to membership, meeting times, quorum, and other procedural issues. The scope of authority of the system and the college is also clear, as UHCCP policy 1.102 indicates that "The CCCFSC [Community College Council of Faculty Senate Chairs] shall NOT be used to: 1. Consider matters that are the purview of a campus." The constitution for the associated students is quite detailed.

The College has demonstrated a commitment to involving its many stakeholders in participatory government. Innovation is welcomed, the mission is reviewed by several groups, College Conversations are convened when people gather to focus on solving problems (for example, how to generate more student participation). A wide variety of campus groups have successfully brought forward ideas that have been institutionalized. The hiring of a director for the newly established Innovation Center further indicates institutional support for innovation and improvement. (IV.A.2)

Faculty and administrators have clearly defined roles in the College's governance structure. The Faculty Senate and its standing committees are clearly defined in policy documents, as are areas of administrative purview. Team members met with both College Council (which includes substantial faculty participation), and members of the Faculty Senate. While it is clear that the College meets Standard IV.A.3, it is also evident that several Faculty Senate members believe that College Council makes recommendations on matters that should pass directly from the Faculty Senate to the chancellor, in accordance with one reading of UHCCP # 1.102 "Community College Council of Faculty Senate Chairs." This is an area in which the College would benefit from a candid dialog regarding roles and responsibilities of the Faculty Senate and other college constituents. Faculty and administrators come together most clearly in the role assigned to division chairs (established in KCC Policy Guideline 4-2), who are faculty members elected by their peers, and confirmed by administration, to represent their division (there are five instructional divisions) and within the leadership of the College through their service on College Council. (IV.A.3)

The mission statement and integrated planning document, among other plans, are organized to indicate both policy and who will implement policy. These statements show a blueprint for active improvement within the College. This also shows up in the Ideas for Innovation chart. The College has demonstrated a desire to find ways to improve and to indicate those responsible for implementing ideas for improvement. The Mission Statement Task Force included several groups within the College and extensive outreach in the community that worked to revise the mission statement.

Faculty have primary responsibility for curriculum development and student learning at KCC. This crucial role is underscored in BOR Policy 1.210, "With unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development." The policy is respected in practice at KCC; for example, guidelines for the College Curriculum Committee are clear and flexible, allowing for example, one or two co-chairs. A further example is the College's recent reorganization, made possible by the retirement of two senior administrators. Administrators and faculty collaborate to increase and improve the quality of service to students and thus to improve student learning programs. (IV.A.4)

Levels of institutional governance are clearly articulated and well understood in the UHCC System and at KCC. The BOR sets policy at the system level but does so in a way that respects decision making at the college level. The VPCC is an active and collaborative leader in working both on system goals and with the leadership at each college; college leaders are familiar with the system-level initiatives and the

latitude they provide for local implementation. KCC has its own locally defined governance structures, policies, and procedures designed to prioritize initiatives most likely to improve student learning. (IV.A.5)

The College has established policies and procedures that align decision making with expertise among various stakeholders: faculty, staff, students, and administrators. For example, the program review process includes a review by College Council. Each APRU is reviewed in the context of the College mission and strategic goals. Discussions include a review of qualitative and disaggregated quantitative data and presentations by program staff. The resulting rankings of resource requests are communicated to the College community. (IV.A.6)

As KCC is a small College, indeed, the smallest of the Hawai'i community colleges, members of the College community share a common institutional culture. The College's ISER includes a variety of action items intended to improve the College and its service to students. Some improvements (e.g., the decision to recruit a new academic dean) are well documented. The January 2017 major campus reorganization discussions and planning began in 2015 and were followed by a governance survey in spring 2017. The survey identified a weakness in transparency of the budgeting process, for example, which has been addressed by more frequent reports, and communicated to the divisions on demand. (IV.A.7)

Conclusion:
The College meets Standard IVA.

Commendation #2
The institution has a unique practice called College Conversations through which anyone, regardless of their official title or role, can bring forward innovative ideas for campus-wide discussion and consideration. (IVA.1)

Recommendation #3
In order to improve effectiveness, the College should evaluate the roles and responsibilities of constituent groups and engage in dialog about the appropriate consideration of relevant perspectives while honoring timely action in the consultation process. (IV.A.3)

Standard IV.B - Chief Executive Officer

General Observations
The chancellor serves as the College's chief executive officer and has been delegated the authority through UH Executive Policy 1.102, RP 2.202 and RP 2.202 for the overall administration and operation of the College including financial oversight. The chancellor is assisted in campus planning and oversight by an executive cabinet of vice chancellors and directors, and the College Council. In the last two years, the chancellor led the mission review process resulting in the updated mission. In 2014, the chancellor led discussions and forums to reorganize the college structure, which included adding a new professional development position and creating an institutional effectiveness unit. The chancellor also developed the college 2016-2021 strategic goals and began drafting a Long Range Development Plan. Wide-ranging college input and communication are achieved through College convocations and conversations underpinning governance decisions that are linked to the College mission.

Findings and Evidence

There are several policies and practices that provide the chancellor with the primary responsibility for institutional quality and effectiveness starting at the UH system level with the UH Executive Policy 1.102, UH Duties of the President, UH BOR Policy 2.202 through to KCC policies. The chancellor reports directly to the UHCC vice president and serves as the chief liaison officer to the UH system president, the president's staff, the BOR and the Hawai'i State Legislature. The chancellor ensures regular review and update processes for the College mission, which drives strategic goals. In 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 collaboratively updated the College mission, developed the 2016-21 strategic goals and began drafting a new Long Range Development Plan." As a result of a College Conversation, the organizational chart was amended to increase effectiveness by adding an institutional effectiveness unit and a professional development position. In the 2017 governance survey, 78 percent of respondents agreed that budget decisions were trustworthy and 84 percent agreed that budget decisions were supportive of KCC's mission and goals. (IV.B.1)

Through the APRU process, the chancellor working with the Cabinet and College Council oversees the collaborative college process linking institutional effectiveness, planning, and budget allocations. The 2017 governance survey results about the APRU rated relatively low at 58 percent and the chancellor continues to work on strengthening the link between the program review process and the College goals. The chancellor supported the implementation of the Makaloa Hiring Policy, which recommends that a member of the Makaloa Council is included on select hiring committees. This College policy aligns directly with the Hawai'i Papa O Ke Ao Plan by supporting Native Hawaiian interests.

In collaboration with the executive cabinet of vice chancellors and directors, the chancellor oversaw the amendment of the organizational structures to create the new organizational chart mentioned in IV.A.1. Amendments were made and there are continuing discussions about correcting other misalignments that were discovered as a result of the reorganization. (IV.B.2)

Through the KCC College Council and College Conversations the chancellor ensures comprehensive collaboration across the College to establish values, goals, and priorities, which are covered in the policies KCCP 1-7 and KCCP 1-8. The UHCC Institution Set Standards as stated in UHCCP 4.203 are adopted by all UH colleges including KCC. Each college is responsible for reviewing the results produced in the annual report of achievements by the Office of the VPCC. (IV.B.3)

The newly established institutional effectiveness unit provides and analyzes college data and generates a number of reports including the annual reports of program data (ARPD), ISS, and Annual Fact Books. Results for the SENSE and CCSSE surveys are also posted on the institutional effectiveness webpage. These reports and others that can be requested from the institutional researcher inform data-informed planning and decision-making. CTE advisory boards, the UHCC system's Hawai'i Industry Sectors tool and the Kaua'i Planning and Action Alliance Youth Report all provide information about external community conditions. (IV.B.3)

All resource requests and allocations are linked to one of the College's strategic goals that support student learning and achievement as part of the Annual Program Review and Five-Year Comprehensive Program Review. The chancellor initiates the program review process and guides the overall planning processes as stated in KCCP 1-6. Continuous quality improvement is achievable through the review process for example, the purchase of data visualization software.

The chancellor works directly with the accreditation liaison officer (ALO) through the Administrative Cabinet, which has a standing agenda item for accreditation updates. The chancellor has served both as a member and chair of accreditation peer evaluation teams, encourages administrators, ISER team leads, and ISER writers to complete the ACCJC free online Accreditation Basics Course and attend ACCJC conferences. The chancellor participated directly in developing the ISER by drafting selected responses, ensured the engagement of College employees in the development of the ISER and prepared the summary for the ALO's presentation to the relevant BOR committee for approval. (IV.B.4)

The mission review process and the revised organizational chart exemplify the chancellor ensuring that institutional policy and practice align with the College mission. The chancellor administers the multi-layered UH system BOR, UHCC and KCC policies and assures the alignment of KCC policies with those from the UHCC and UH system. Opportunities for input to the policy review process by College constituents are available and decisions are communicated college wide. (IV.B.5)

The extensive and comprehensive involvement of the College with the community is directly reflected in the number of boards and committees in which the chancellor is an active member or has served in the last six years. Additionally, contextualizing the mission of the College within the community it serves is achieved through relying on specifically Hawaiian initiatives like the 'Keiki to Career' Kaua'i Youth Report 2014. The chancellor's community work has also resulted in several significant partnerships and productive initiatives, which include the National Tropical Botanical Garden Partnership and the campus-located Food Production Center as a result of the College partnership with the Kaua'i Economic Development Board and the Early College Program in partnership with area high schools. In 2013, the chancellor was awarded the Adult Leadership Award by Leadership Kaua'i in recognition of her services to the community. Direct feedback from community members was highly praiseworthy of the College's programs, collaborative partnerships, and relationship with wide-ranging sections of the Kaua'i community. (IV.B.6)

Conclusion
The College meets Standard IV.B.

IV. C.   Governing Board

General Observations
The College is part of the UH system that is overseen by BOR, whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

The governing board for the College is established in Hawaii State statute and is appointed by the governor and confirmed by the Senate. The Board's authority is also established in statute and the state constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services

Findings and Evidence
The board policy manual is organized under the UH System-Wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the board's accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of BOR with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a board self-assessment instrument. (IV.C.2)

Policies state that "the authority of the board reposes in the board as a whole." The board's minutes and self-evaluation show that they are working collectively. BOR meeting minutes of October 31, 2017, indicate that "acting as a unit" was included on the board self-evaluation survey. The summary of results reflects three survey items related to this criterion supports the assertion that the board acts as a unit. One Regent commented, "Regents have been very good at representing as an individual and not speaking on behalf of the full board." Regent Policy RP 1.202 states that "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." (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (VPC]) is outlined in RP 9.212 and the selection of the College's chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the UH president and the evaluation of the college chancellors is further delegated to the VPCC. Evaluations of the VPCC and the chancellors are governed by Executive

Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)

The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of community college chancellors, which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212), which establishes an annual review that includes a 360-degree assessment by his or her peers, subordinates, and constituents of the chancellors' performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)

Article X of the state constitution outlines the independent authority of the BOR and the autonomy of the University of Hawaii. The article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. (IV.C.4)

The autonomy of the University and related independent authority of the BOR is embodied in Article X of the state constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the BOR Policies (RP) and the UH executive policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution's mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

A review of the BOR policy manual shows that the board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

BOR policies related to the board size, responsibilities, structure and operating procedures are found on the BOR home webpage. In addition, the bylaws of the BOR includes sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

The board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board bylaws and the board policy manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. (IV.C.6)

The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

A review of samples of board minutes shows that the actions of the board are consistent with its policies and bylaws. There is a regular three-year cycle for policy review, and Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the board, and as a regular attendee at board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)

The BOR has established strategic goals for the UH in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures are associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. (IV.C.8)

The board has established goals related to student success. It is kept informed of issues impacting student success through reports. The UH system, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. Most pertinent here is Section IV.C.8, which references the Hawaii Graduation Initiative and the focus on student success. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the board has staggered terms. The board bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for board governance, and BOR policies and practices. New members also are to be provided with a reference guide covering these and other topics. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-

evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

The board has been conducting annual self-evaluations. The commitment to this process is codified in RP 2.204: Policy on Board Self-Evaluation. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the UH system are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission and those disclosures are made available to the public. (IV.C.11)

A review of board minutes provided evidence that the board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The board is required to comply with Chapter 84 Part II Code of Ethics of the Hawaii Revised Statutes. The Board's Code of Ethics is combined with its (state) Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH system president. The president's authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Board Policy RP 2.202, Duties of the President, delegates responsibility and authority to the president to implement and administer board policies and delineates the president's authority to delegate to VPs and chancellors. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents were actively engaged in dialog about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017, board meeting minutes show an item related to the Permitted Action Group's participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018, BOR meeting. (IV.C.13)

Conclusion:
The College meets the Standard.

D. Multi-College Districts or Systems

General Observations
The UH system is the sole provider of public higher education in the state of Hawaii. The overall structure of the UH system is established in the BOR Policy 3.201: Major Organizational Units of the University of Hawaii. The ten-campus system as a whole includes the UHCC, which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawaii 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 a multi-campus system.

The UH system is governed by a 15-member BOR and overseen by the UH system president. Overall leadership of the community colleges is provided by the VPCC who reports directly to the UH system president. The VPCC delegates authority for each college to a community college chancellor. The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

Findings and Evidence
The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the College. System planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between Colleges and the system is timely and accurate and ensures effective operations of the Colleges. The process for evaluating system and College role delineation, governance and decision-making is described as "ongoing and organic." (IV.D.1)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps shows alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The system re-organization in 2005 created a new organizational chart that established the VPCC as a member of the senior administration of the UH system, reporting directly to the UH system president. The UHCC office then oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The VPCC, (system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting 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. (IV.D.2)

The operations of the 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 community college system-wide 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 a more refined assessment of the success of various programs and initiatives. (IV.D.2)

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. (IV.D.2)

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 4.202 and a new Board of Regents Policy 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 community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

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 accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level and the campus level organizational structure mirrors the system level support**.** The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH system has Hawaii state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH system president and college chancellors. (IV.D.3)

Campuses have also had access to additional funds from the office of the VPCC, and more recently from the Office of the University of Hawaii president, providing additional incentive for meeting certain goals linked to performance measures focuses 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 office of the VPCC for other campus or system initiatives, such as those associated with student success. (IV.D.3)

The district/system has established methods 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. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds and also other funds through the VPCC. Re-allocation of resources is most clearly demonstrated through the pool of vacant positions system-wide that can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, cash reserves). Additional funds have been made available to colleges through the OVPCC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the Colleges to more effectively manage vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The UH 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 VPCC is the CEO of the system of the seven UHCCs. Each College has a chancellor, the CEO of the institution. BOR Policy 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 BOR approved the reorganization of the Community Colleges System and created the new executive position of VPCC. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH 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 Hawaii 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 UH Executive Policy 9.112. 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*. (IV.D.4)

The community colleges in the Hawaii statewide system of public higher education operate within a three-tiered system: the UH system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; 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 the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

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 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. (IV.D.5)

A crosswalk of these three levels of planning further corroborates the 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 Performance Funding cited in IV.D.3.

Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan (IAFP) for the UH 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 (p. 18)."* (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in 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. There is a high degree of congruity and integration between the three tiers of the public education system in Hawaii (UH, CC system and individual CC). 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 also 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. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

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 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 committees 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. (IV.D.6)

Established mechanisms for communication exist between the three-tiered system of public higher education in Hawaii. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and semi-annual visits to each CC campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance.

While assessment of system-wide role delineation, governance and decision-making is "organic and ongoing", a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

Conclusion:
The College meets the Standard.

System Commendation #1
The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

System Recommendation #1
In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

Quality Focus Essay

Kaua'i Community College's Quality Focus Essay (QFE) outlines two primary areas of focus: scheduling for success, and integrated career and academic services for grades 11-14. Each project within the QFE is well thought out and includes a timeline and metrics for success. The metrics included are reasonable, and the college is encouraged to set benchmarks for improvement for each one. The chosen project topics align with the UHCC strategic directions as well as with KCC strategic goals. Both project topics were selected as a result of analysis and campus dialogue and are clearly related to student success.

QFE #1 "Scheduling for Success" is intended to address the needs of students who experience barriers to success, including distance from campus, part-time status, limited public transportation, and time limitations related to family and work. This work aligns with various elements in Standards II.A.6 and II.A.7. The project includes an early focus on compressed course scheduling into shorter-term blocks and the development of course plans for part-time students. The college may wish to consider including high school students (such as those included in QFE project #2) when it conducts its Workforce Survey and Kaua'i Residents' Survey to determine student need. The college may also wish to consider tracking average time-to-degree for part-time students (in addition to the "on-time graduation metric") and consider examining past scheduling patterns of recent graduates. Educational planning data from STAR GPS might also be useful in determining future scheduling needs of students. As the college explores "part of term blocks," it might also consider planning for students that may wish to take a mix of classes – 8 week and 16 week and online and/or off-site.

QFE #2 aligns with the elements of Standards II.A.7, II.C.5, and II.C.6 and focuses on integrating career and academic services for grades 11-14. This emphasis resulted from a decline in direct high school enrollees over the past three years, even with consistent senior class sizes. The project was developed through a new committee, the Integrated Student Success Committee (ISSC), which brings together both Student and Academic Affairs to focus on student success and support activities. The work will focus on high school juniors and seniors who do not plan to attend college and will assist them in considering, and preparing to enroll in, KCC. The implementation plan includes a series of year-long activities designed to connect those high school students to available services such as financial aid, scholarships, career exploration, the application process, assessment, and enrollment. It also includes early college enrollment at the three main feeder schools and a summer bridge program for new students.

The team recognizes the time and effort that went into the development of the QFE. The use of the "College Conversations" platform in the development of the QFE projects highlights the college commitment to collegial goal setting with a community focus. The integrated projects intend to promote greater student success and align with the college mission to "inspire, engage, and empower learners and educators to enrich our community and world." It appears that the timeline is reasonable and the resources are available to accomplish the projects.