

| [Help](#) | [Logout](#)

**2014 Annual Report
Final Submission
03/31/2014**

Kauai Community College
3-1901 Kaunualii Highway
Lihue, HI 96766-9500

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Ramona Kincaid
3.	Phone number of person preparing report:	(808) 245-8336
4.	E-mail of person preparing report:	rkincaid@hawaii.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://info.kauaicc.hawaii.edu/catalog_14/2013-2014_catalog_begin.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://info.kauai.hawaii.edu/admin/accred2012/
6.	Total unduplicated headcount enrollment:	Fall 2013: 1,530 Fall 2012: 1,495 Fall 2011: 1,433
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	1,507
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	316
9.	Number of courses offered via distance education:	Fall 2013: 23 Fall 2012: 14 Fall 2011: 6
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 264 Fall 2012: 197 Fall 2011: 105

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	76.75%									
14b.	Successful student course completion rate for the fall 2013 semester:	78%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>149</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>116</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>43</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	149	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	116	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	43
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	149									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	116									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	43									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	216									
16b.	Number of students who received a degree in the 2012-2013 academic year:	147									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	93									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	98									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	114									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									

18b.	If yes, please identify them:	n/a			
19a.	Number of career-technical education (CTE) certificates and degrees:	28			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	7			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	28			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.###)	Examination	Institution set standard	Pass Rate
	Nursing	51.3801	national	85 %	75 %
	Practical Nursing	51.3901	national	85 %	92 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.###)	Institution set standard	Job Placement Rate	
	Accounting	52.0301	60 %	68 %	
	Automotive Mechanic Technology	47.0604	60 %	58 %	
	Business Technology	52.0401	60 %	68 %	
	Culinary Arts	12.0500	60 %	82 %	
	Early Childhood Education	13.1210	60 %	80 %	
	Electronics Technology	15.0303	60 %	60 %	
	Facilities Engineering	15.9999	60 %	89 %	
	Hospitality and Tourism	52.0901	60 %	69 %	
	Nursing	51.3801	60 %	65 %	
	Practical Nursing	51.3901	60 %	50 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard		

Pell Recipients	The count of Pell amounts awarded awarded to Pell recipients in Academic Year beginning Fall	295
Enrollment-all	Fall Enrollment (sum recent high school graduates, <22 year olds, 22-24 year olds, 25-49 year olds, >49 year old and age not reported)	1194
Enrollment -NH	Native Hawaiian Fall Enrollment (sum recent high school graduates, <22 year olds, 22-24 year olds, 25-49 year olds, >49 year old and age not reported)	263
Recent HS Grad	Count of recent high school graduates entering fall semester of that year. A recent graduate is one with a high school graduation date in the spring preceding fall matriculation. Recent high school graduates are excluded from their respective age groupin	211
Annual Fiscal Year number degrees and certificates of achievement awarded.	Degrees and certificates from the campuses for that fiscal year. Will include multiple degrees/certificates awarded to same student	135
Annual Fiscal Year number degrees and certificates of achievement awarded.	Degrees and certificates from the campuses for that fiscal year. Will include multiple degrees/certificates awarded to same student	31
Degrees Certificates in STEM fields	STEM (Science, Technology, Engineering, and Mathematics/Computer Science) degrees were identified by the Department of Labor through SOC codes. If the SOC code matched up to the UHCC Major, it was counted.	48
Transfers to Mānoa, UHH, UHWO - all	The number of students who are home-based at a UH system 4-yr institution for the first time in Fall who were home-based at the community college prior to that Fall.	47
Transfers to Mānoa, UHH, UHWO - NH	The number of Native Hawaiian students who are home-based at a UH system 4-yr institution for the first time in Fall who were home-based at the community college prior to that Fall.	5
Transfers to Non-UH baccalaureate granting institutions	Students who were enrolled in Academic Year at OTHER 4-yr institutions who were home-based at a community college in the prior Academic Year. This does not include summer terms. Uses matches with National Student Clearinghouse	51
Transfers to Non-UH baccalaureate granting institutions	Native Hawaiian students who were enrolled in Academic Year at OTHER 4-yr institutions who were home-based at a	9

	community college in the prior Academic Year. This does not include summer terms. Uses matches with National Student Clearinghouse	
Success in developmental Math	Successful completion of developmental Math in the first year	56
Success in developmental Writing	Successful completion of developmental writing in the first year	62
Success in developmental Reading	Successful completion of developmental reading in the first year.	45
Persistence Rate Fall to Spring	Entering AtD Cohort who re-enroll in Spring semester	80%
Persistence Rate Fall to Fall	Entering AtD Cohort who re-enroll in spring semester and subsequent fall	55%
Full-time FY Success Rate	Full Time AtD Cohort who complete at least 20 credits in the first academic year with a gpa >= 2.00	49%
Part-time FY Success Rate	Part Time AtD Cohort who complete at least 12 credits in the first academic year with a gpa >=2.00	27%
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>The chancellor presents the VP of Community Colleges' spring reports at the annual Fall Convocation and holds a College Conversation to discuss goal attainment. At this meeting achievement data and ISLOs are reviewed and analyzed and the College decides whether strategic priorities should be re-focused. Once the College Council approves the changed strategic priorities they are used as the focal points for program review and budget allocation. During the program review process each program fills out a request form that reports on the previous years' outcomes and how the current request will move them toward their goals. These meetings are open for all to attend. For another initiative, the college held several College Conversations to review data on developmental students, the college agreed to support a mandatory College Success Course (IS 103) for students who test into two or more developmental areas. Currently students taking this course are persisting at a higher rate than historically at-risk students. A UHCC policy change to placement testing was achieved after examining AtD data, the policy was changed to allow students to re-take COMPASS without waiting the two month interval that was previously required.</p>	

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	411

	b.	Number of college courses with ongoing assessment of learning outcomes	285
		Auto-calculated field: percentage of total:	69.3
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	26
	b.	Number of college programs with ongoing assessment of learning outcomes	26
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	8
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	8
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:		http://www.hawaii.edu/offices/cc/arpd/index.php
28.	Number of courses identified as part of the GE program:		133
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		71%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:		133
32.	Number of Institutional Student Learning Outcomes defined:		10
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public		

about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).

The college uses course-level information to assess ISLOs. It reflects that students learn and master essential skills and knowledge across the curriculum. By capturing how students develop skills across the curriculum, we are able to derive a more realistic picture of what our students know, regardless of in which class they learned it. Thus, for example, the college is not restricted to assessing students' writing skills only in English classes, or their quantitative reasoning skills only in math and science. The college can instead capture how students are successfully applying these skills in a broad spectrum of areas. In addition, the KCC uses the Community College Survey of Student Engagement (CCSSE) to measure one dimension of assessment of the ISLOs as this survey provides the College with information about students' perceptions of its academic, professional, and social environments. Applicable questions from the CCSSE were chosen for each ISLO to contribute to assessment of that ISLO. Results are analyzed in two ways: improvement from previous CCSSE offering and comparison against other small colleges in the CCSSE cohort.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

CSLOs are crosswalked with PSLOs which in turn, are mapped to ISLOs making it easy to see how each course contributes to a student's overall education and development - at both the program and institutional levels simultaneously. Further, CSLOs are evaluated by the Assessment Committee before adoption allowing the college to efficiently evaluate individual courses as they are proposed for inclusion in a program and ensure that courses intended for new or expanding programs can address underdeveloped areas within the program or the college as a whole. One example is how this use of data has shown us that, while most faculty embody and discuss diversity and multiculturalism across the curriculum content, it is not as well-assessed across the curriculum's outcomes as previously thought. This has led to the Assessment Committee recommending the specific inclusion of more diversity-oriented outcomes in appropriate courses, helping us to ensure students not only receive training in diversity but that we also assess the results of that education.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

The Institutional Researcher and Assessment Coordinator work together to provide each

	<p>program chair/coordinator with an annual summary of students' achievement of program-level and institutional-level outcomes so that this data can be included in the annual program review process. Annual program reviews containing PSLOs are located on the UHCC ARPD website. ISLOs are presented in the Fall during a College Conversation where strategic planning takes place. All accreditation reports containing this information are located on the college's website. CSLO reports are regularly generated for all courses within individual alphas and are provided to the teaching faculty in the appropriate disciplines for review and evaluation at our Annual Assessment Afternoon (AAA). Faculty are asked to review the AAA reports, submit a brief summary of their findings regarding student learning trends, strengths, and weaknesses, and to suggest and then implement any changes to course content, teaching strategies, or program requirements. Faculty are able to view subsequent AAA reports and can readily see if changes are positively affecting student behavior and/or achievement.</p>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>All programs must address how their PSLOs are assessed and discuss the results of this assessment in the program review process. Requests for resources and additional budget allocations must be aligned with specific outcomes and assessment results in order to demonstrate need and approximate impact on students. The college's strategic goals are also considered; resource requests should align with ISLOs and with the college's identified priority goals for the year. Priority goals are identified by the college through a shared process which seeks input from all campus members (Fall College Conversation on strategic priorities where ISLOs are considered along with achievement data). Shared governance in resource allocation is ensured as resource requests are reviewed by the College Council, with representation from all areas of the college, using an impartial, rubric-based evaluation procedure. These reviews inform the final decisions made by the Chancellor, ensuring that institutional-level planning and resource allocation is effective and based upon identified priorities and needs.</p> </div>
<p>39.</p>	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>After reviewing data on completion and persistence associated with their student outcomes, the Counseling and Advising staff implemented a strategy to create, collect and analyze student Academic Planners. A planner is created for all who seek advising and it sequences courses so that students can reach their goal in two years. An analytical review of students with/without planners shows a positive impact on students with planners. Using AtD data, SLOs, achievement data such as persistence, success in following courses, gatekeeper courses, etc. the Math department created a course that shortened the developmental pathway by combining two courses into one semester. This initiative has resulted in moving more students into college math quicker and with more success. The Financial Aid Office has used its service outcomes assessment results (FAFSA completion rates, scholarship applications, etc.) to plan future outreach activities for students, such as workshops on financial literacy topics, scholarship searches, debt management, and other topics related to financial aid. The office has established an online Common Scholarship Application, making the scholarship</p> </div>

application process faster and more convenient for students.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

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

[Click to Print This Page](#)

[ACCJC | Contact Us](#)

© 2010 ACCJC