



**2016 Annual Report
Final Submission**

04/01/2016

Kauai Community College
3-1901 Kaumualii 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:	Colleen Kaiminaauao
3.	Phone number of person preparing report:	(808) 245-8336
4.	E-mail of person preparing report:	ckaimi@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_16/2015-2016_catalog_begin.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	https://sites.google.com/a/hawaii.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 1,401 Fall 2014: 1,424 Fall 2013: 1,530
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	1,401
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	376
9.	Number of courses offered via distance	Fall 2015: 22

	education:	Fall 2014: 34 Fall 2013: 23
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 253 Fall 2014: 174 Fall 2013: 264
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	76.75%	
14b.	Successful student course completion rate for the fall 2015 semester:	74.33%	
15.	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.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	234
	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?	164
	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?	72
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	264	
16b.	Number of students who received a degree in the 2014-2015 academic year:	164	
16c.	Number of students who received a certificate in the 2014-2015 academic year:	152	
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?	189	
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	204	

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:	61			
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:	61			
20.	2013-2014 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 %	88 %
	Practical Nursing	51.3901	national	85 %	90 %
21.	2013-2014 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 (%)	
	Business Technology	52.0401	68.92 %	77.77 %	
	Culinary Arts	12.0500	68.92 %	84.21 %	
	Hospitality and Tourism	52.0901	68.92 %	68.75 %	
Nursing	51.3801	68.92 %	64.86 %		
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard		
	College Level English Completion	Completion from one level below within one semester	75		
	College Level Math Completion	Completion from one level below within one semester	75		
	College Level English Completion	Completion from two levels below within one year	70		
College Level Math Completion	Completion from two levels below within one year	70			
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.</p>				

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 505
	b.	Number of college courses with ongoing assessment of learning outcomes 366
		Auto-calculated field: percentage of total: 72.5
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 34
	b.	Number of college programs with ongoing assessment of learning outcomes 34
		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 instructional programs:	http://www.hawaii.edu/offices/cc/arpd/index.php
28.	Number of courses identified as part of the general education (GE) program:	234
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	69%
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:	153
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	100%

	ongoing assessment of learning outcomes:	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p>	<p>The college continues to use course-level assessment data and CCSSE results to assess ISLOs, reflective of the college's belief that students learn and master essential skills and knowledge across the curriculum. Mid-to-late 2016 adoption of a proprietary assessment software package will make this process more streamlined and customizable in subsequent years.</p>
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p>	<p>CSLOs are crosswalked with PSLOs, which are mapped to ISLOs. Several programs updated their CSLOs and PSLOs for better alignment. All outcomes, alignments, and assessment methods continue to be evaluated by the Assessment Committee, allowing the college to evaluate courses to ensure that they address underdeveloped areas at the program or college level. CTE programs in trades and technology have particularly benefited from a combination of outcomes crosswalking and analysis of SLO achievement data. Historically, students in trades and culinary arts struggled with reading and writing tasks. Analysis of the matrices revealed that these skills were primarily taught in required service classes, which were scheduled at unfavorable times. Furthermore, students did not see how English and Math were relevant to their chosen careers, which led to disinterest, lack of effort, attendance, and all too often, failure. These factors led to a two-pronged revision of English and Math instruction. Math streamlined the developmental pipeline, allowing students to complete college-level math in two semesters. English developed a Culinary-only section of English 100, and is phasing over to a new course, English 106, which aims at career-appropriate writing, reading and analytical skills. Block scheduling was also implemented to ease scheduling.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p>	<p>Annual program reviews containing PSLO assessment data are located on the UHCC ARPD website. Accreditation reports are posted on the college website. With the scheduled sun-setting of our home-grown assessment system, a frozen archive report of all data collected up to June 1, 2016 will be created and provided to key personnel. Based on this data, current ISLO assessment reports are being developed for display on the college's new assessment website, and aggregate reports for individual programs' PSLOs are being developed for program-specific sites. Program coordinators, division chairs, and administrators will have live-updated reports of formative and summative assessment data generated within the LiveText system. Faculty and program coordinators will be able to monitor and create reports about their courses and programs. Program and institutional assessment data will provide prospective students and accreditation agencies with information about programs' rigor and effectiveness, helping to bolster student enrollment. It will also facilitate discussion about student learning trends, strengths, and weaknesses. These discussions will guide changes to course content, teaching strategies, or program requirements. Formal opportunities for discussion will take place during convocation week or during all-college hour each semester.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p>	<p>Strategic goals for the UHCC system and KCC are being updated to reflect changing trends in the community. In addition, SLO data has been used to inform a system-wide effort revising how developmental-level courses are handled in order to improve student success and persistence through college-level coursework. Other changes involve new processes for Annual Program Review, which now require active discussion of program health indicators and</p>

	<p>outcomes achievement at College Council, particularly when resources are being requested to support or enhance student learning. The Assessment Committee and College Council are collaborating on revising the college's policy for Program Review and appropriate use of student learning outcomes assessment data. Shared governance and clarity in resource allocation is ensured, as College Council has representation from all areas of the college, provides opportunities for representatives from individual programs to present overviews of their programs and clarify data and requests, and uses an impartial, rubric-based evaluation procedure to prioritize all resource requests. These reviews inform the final decisions made by the Chancellor and College Cabinet, ensuring that institutional-level planning and resource allocation is effective and based upon identified priorities and needs.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The introduction of a word-based reporting form for assessment data allowed instructors in second languages, math, literature, and music to see their data in new ways, leading to instructional improvements. Japanese language instructional assessment results were seen as a largely uninformative exercise using statistical reporting formats, but the introduction of a narrative report form enabled faculty to see student evaluation was not effectively differentiating between writing, speaking, and listening skills assessments. This led to a change in how skills assessment was conducted, allowing faculty to make more timely adjustments to student instruction. Japanese students' were frequently not meeting benchmarks in writing. Students were overwhelmed by the length, not the content, of written assignments. When more plentiful, shorter assessments were introduced allowing more frequent, formative assessment, overall student performance improved. In addition to such subject-specific successes, the campus was able to identify which aspects of our existing home-grown reporting system were contributing to lack of faculty assessment compliance. A campus task force was formed to recommend a proprietary system to replace the existing one. Following extensive vetting and a survey of faculty, the campus decided to move forward with LiveText.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 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 2015 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 institutions instructional sites out of state and outside the United States:	n/a

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

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