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

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2015 Annual Report
Final Submission
03/30/2015

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:	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_15/2014-2015_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 2014: 1,424 Fall 2013: 1,530 Fall 2012: 1,495
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	1,408
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	396
9.	Number of courses offered via distance education:	Fall 2014: 34 Fall 2013: 23 Fall 2012: 14
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 174 Fall 2013: 264 Fall 2012: 197

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	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 2014 semester:	78%
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. <table><tr><td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>155</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>123</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>46</td></tr></table>	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	203
16b.	Number of students who received a degree in the 2013-2014 academic year:	147
16c.	Number of students who received a certificate in the 2013-2014 academic year:	56
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?	78
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	78
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No

18b.	If yes, please identify them:	na	
19a.	Number of career-technical education (CTE) certificates and degrees:	37	
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:	37	

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 %	56 %
Practical Nursing	51.3901	national	85 %	76 %

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	68.92 %	50 %
Business Technology	52.0401	68.92 %	37.5 %
Culinary Arts	12.0500	68.92 %	56.52 %
Facilities Engineering	15.9999	68.92 %	62.5 %
Hospitality and Tourism	52.0901	68.92 %	44 %
Nursing	51.3801	68.92 %	36.11 %

22.	Please list any other instituion 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	355
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	1228

	reported)	
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)	280
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 group in	224
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	149
Annual Fiscal Year number degrees and certificates of achievement awarded.- NH	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.	54
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.	52
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.	6
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	56
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 community college in the prior Academic Year. This does not include summer terms. Uses matches with National Student Clearinghouse	10

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

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	494
	b. Number of college courses with ongoing assessment of learning outcomes	316
	Auto-calculated field: percentage of total:	64
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 instructional programs:	http://www.hawaii.edu/offices/cc/arpd/index.php
28.	Number of courses identified as part of the general education (GE) program:	227

29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	23%
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*:	152
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 assessment data to assess ISLOs, reflective of the college\'s belief that students learn and master essential skills and knowledge across the curriculum. Such assessment across the curriculum helps us 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. KCC also uses applicable portions of the Community College Survey of Student Engagement (CCSSE) to measure students\' perception of their academic, professional, and social mastery of the ISLOs. CCSSE results are analyzed in two ways: improvement from previous CCSSE offering and comparison against other small colleges in the CCSSE cohort. Utilizing course-level SLO data and CCSSE data allows the college to compare how faculty and students perceive the learning opportunities afforded through KCC\'s varied curricula

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.

36.	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).

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. All outcomes are evaluated by the Assessment Committee before adoption, allowing the college to 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 program which has benefited from this crosswalking is the ABRP program. ABRP faculty had noted that students were not doing well in areas in which they were required to complete significant reading and writing tasks, even when they increased the number of assignments allowing students to practice these skills. A review of the matrices revealed that these skills were primarily taught in the service English classes required by the program and then applied in the ABRP courses, but that the English classes were scheduled at times that were not conducive to ABRP students\' attending regularly. This led to a revision of the ABRP program schedule so that students would be better able to attend the needed English classes and be more motivated to do so.

| 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 annual summaries 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, formerly at the Annual Assessment Afternoon, but now planned for College Conversation Afternoons once each semester. At these discussions, faculty are asked to review the course-level data and attendant reports, submit a brief description 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. The subsequent data and reports in the following discussion allow faculty to assess the effectiveness of their implemented changes and new strategies.

| 38. | 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). |

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 must 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.

39.	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).
	After reviewing ISLO achievement data, along with CCSSE information, and PSLO data from the Liberal Arts program, faculty discovered that, while students felt that faculty were providing them with ample exposure to diverse cultures and that the college was, overall, reflective of the community\'s diversity, formal assessments of students\' achievement and/or development in this area was lacking. This has led to a more concerted effort within the Liberal Arts program to more effectively pursue and document diversity education. Another area that reviews of ISLO data revealed was that students were not demonstrating integrative/critical thinking at expected levels across all programs. Further investigation into course-level and program-level data revealed that this was likely due to the significant numbers of developmental-level students entering programs. The College determined to address improving critical thinking and integrative thinking skills in developmental and remedial level courses by identifying critical thinking training in developmental classes as a strategic priority for the academic years 2013-2014 and 2014-2015.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	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 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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