ISER

University of Hawai'i
Kaua'i Community College

Ke Kulanui kaiāulu o Kaua'i

2024 Institutional Self Evaluation Report for Reaffirmation of Accreditation

Kaua'i Community College

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Kaua'i Community College
3-1901 Kaumuali i Hwy
Līhu e, HI
96766

to

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

December 2024

Contents

A. Introduction 1
College History 1
Student Enrollment Data 2
Labor Market Data 5
Demographic Data 6
Socio-economic Data 8
Sites 8
Specialized or Programmatic Accreditation 8
B. Presentation of Student Achievement Data and Institution-Set Standards 9
C. Organization of the Self-Evaluation Process 11
D. Organizational Information 14
E. Certification of Continued Compliance with Eligibility Requirements 21
F. Certification of Continued Institutional Compliance with Commission Policies 23
G. Institutional Analysis 27
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 27
A. Mission 27
B. Assuring Academic Quality and Institutional Effectiveness 32
C. Institutional Integrity 39
Standard II: Student Learning Programs and Support Services 48
A. Instructional Programs 48
B. Library and Learning Support Services 62
C. Student Support Services 66
Standard III: Resources 74
A. Human Resources 74
B. Physical Resources 86
C. Technology Resources 90
D. Financial Resources 96
Standard IV: Leadership and Governance 111
A. Decision-Making Roles and Processes 112
B. Chief Executive Officer 119
C. Governing Board 125
D. Multi-College Districts or Systems 134
H. Quality Focus Essay 144

A. Introduction

College History

Kaua‘i Community College (Kaua‘i CC) was established in 1926 as a vocational school within the State of Hawai‘i Department of Education (DOE). It is the only public institution of higher education serving the county of Kaua‘i, which includes the islands of Kaua‘i and Ni‘ihau. In 1965, Kaua‘i CC became a comprehensive community college and was transferred to the University of Hawai‘i (UH) System as one of the seven campuses of the University of Hawai‘i Community Colleges (UHCC). Responsibilities within the UH System are defined in the functional maps of the college, UHCC, and the ten-campus UH System. This organizational structure and hierarchy have been in place since the last reaffirmation of accreditation cycle. The college is led by a chancellor who oversees the four major units, which are headed by a vice chancellor or director who reports directly to the chancellor. The chancellor reports to the vice president for community colleges (VPCC) and is a member of both the Council of Chancellors and the Council of Community College Chancellors. Kaua‘i CC provides access to 16 two-year associate-level terminal and transfer degrees, 26 certificates of achievement, 28 certificates of competence, and seven academic subject certificates. The college’s Office of Continuing Education and Training (OCET) also provides non-credit training programs that enables the college to respond flexibly and quickly to the community's changing workforce needs.

In 1996, the UH Center, Kaua‘i was added to the college, through Board of Regents Policy 5.215 (University Centers), in response to the growing need for baccalaureate and graduate education in the community. The UH center has allowed the college to broaden educational opportunities for our island-bound residents by supporting distance education baccalaureate and graduate programs from sister campuses. Residents are thus able to further their education without leaving the island. Kaua‘i CC receives support from UHCC in terms of institutional research, marketing, fiscal matters, academic affairs, and overall administration. In addition, the UH System office provides accounting, procurement, treasury, human resources, legal, risk management, IT, and other centralized systemwide support. UHCC has established funding for enrollment growth, innovation, and specific initiatives which are directed to individual campuses based on need and application. Community colleges within the system are also encouraged to work together to develop programs to avoid duplication and increase articulation.

Since the last self-study, the Kaua‘i CC has gone through transitions in leadership. Helen Cox retired as a long-term chancellor in December of 2019. VPCC Erika Lacro briefly served as the interim chancellor in January 2020, with Joseph Daisy appointed and serving as chancellor from February 2020-December 2022. Margaret Sanchez was appointed as interim chancellor in January 2023 and chancellor in July 2024. Thomas No'eau Keopuhiwa was appointed as interim vice chancellor for Student Services in spring 2023. The college’s vice chancellor for Administrative Services (VCAS) resigned in February of 2019, and Calvin Shirai, Director of OCET, was immediately appointed as interim VCAS, becoming permanent VCAS in 2021.

During the pandemic, the college received Higher Education Emergency Relief Funds (HEERF) that went toward increasing access to technology and assisting students with basic needs support. A total of $2,516,798 was distributed as emergency funds to students from 2020-23. Students are now also able to check out computers in the library for semester-long use.

Grants, such as Title III, have allowed the college to create new spaces for students by remodeling existing spaces and purchasing furniture. These projects included opening the Hale Mālama Care Center in the Library in the fall of 2020, which includes an open-access food pantry, emergency funds, emergency child care support, and access to mental health support. Our Kikuchi Center, which will house the important cultural collection of our former instructor Pila Kikuchi, was opened in September of 2022. Title lll funds were used to open a state-of-the-art distance education classroom on the second floor of the library to assist students who are enrolled in online programs within the UH System.

Several construction and remodeling projects have been completed since the last self-study. The Imu Hale and Portuguese Bread Oven were opened in May of 2019, along with a commercial kitchen to process breadfruit into flour. The 1,400-panel photovoltaic solar field was completed in November of 2022. A remodel of our Business and Health Education Building was completed in June of 2023 and a remodel of the Performing Arts Center (PAC) was completed in January of 2024. The college received funding from the legislature in March of 2024 to complete an in-depth housing study for student and faculty/staff housing and monies to complete a solar project that will construct hurricane-resistant covered parking with solar panels.

During the fall of 2023, the college submitted a minor reorganization to the system for consideration. This reorganization places our non-credit program under the vice chancellor for Academic Affairs and allows for a dean of Career Technical Education (CTE). Additionally, the dean of Academic Affairs would specialize into the dean of Liberal Arts and Sciences.

Student Enrollment Data

Fall enrollment has declined but not suffered a major decrease over the recent pandemic-affected years (Table 1). However, the trend toward more part-time students has accelerated (Table 2). A large driver of this trend is the increase in Early College (EC) enrollment which represents nearly 30% of the student population as of fall 2023 (Table 3).

Table 1. Student Enrollment (Fall) at Kaua‘i Community College from 2018-2023.

Fall Term	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Total Enrollment	1,486	1,373	1,461	1,343	1,308	1,298

Table 2. Student Enrollment Status (Fall) at Kaua‘i Community College from 2014-2023.

	2014	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Full-Time	38%	35%	30%	27%	22%	25%	23%	18%	18%	19%
Part-Time	62%	65%	70%	73%	78%	75%	77%	82%	82%	81%

Early Admit students include Early College students as well as other categories of high school students, such as Running Start student, enrolled at the campus.

Table 3. Enrollment of Early Admit (EA)/Early College (EC) Students at Kaua'i Community College from 2014-23.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
EA Total	22	133	206	218	442	291	294	348	342	397
EC Total	0	81	165	187	390	252	244	322	318	374
Early Admit %	2%	9%	15%	16%	30%	21%	20%	26%	26%	31%
EC %	0%	6%	12%	14%	26%	18%	17%	24%	24%	29%

Ethnicity

The ethnic distribution of the student body has remained consistent over time (Table 4). The ethnic majority is Native Hawaiian/part-Hawaiian, followed by Filipino, Caucasian, and mixed race.

Table 4. Student Ethnicity (Fall) at Kaua'i Community College from 2018-2023.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Native Hawaiian or Part-Hawaiian	33%	30%	32%	30%	31%	30%
Filipino	19%	19%	20%	19%	18%	21%
Remaining Asian	11%	11%	10%	8%	12%	11%
Caucasian	18%	18%	19%	20%	19%	16%
Other	4%	7%	5%	11%	6%	6%
Mixed Race (2 or more)	16%	15%	15%	12%	15%	16%

Gender

The gender distribution of students has remained relatively consistent over recent years, with approximately 57 percent female, 36 percent male, and 7 percent not reported (Table 5).

Table 5. Student Age Distribution (Fall) at Kaua'i Community College from 2014-2023.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
60 or older	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
35 - 59	18%	14%	11%	11%	9%	11%	11%	10%	10%	9%

30 - 34	7%	7%	6%	5%	5%	6%	6%	5%	5%	4%
25 - 29	13%	10%	10%	11%	8%	8%	9%	8%	6%	7%
22 - 24	13%	12%	11%	9%	9%	9%	10%	8%	9%	8%
20 - 21	15%	13%	14%	15%	12%	16%	13%	14%	14%	13%
18 - 19	26%	27%	25%	26%	23%	23%	25%	24%	25%	24%
Under 18	7%	14%	21%	20%	32%	25%	24%	29%	29%	33%

Two notable changes in the age distribution of students are the increase in "Under 18" age group (up from 7 percent to 33 percent) as the Early College initiative has grown and the decline in the "35-59" age group (down from 18 percent to 9 percent), which mostly occurred prior to this accreditation cycle during the mid-2010s but has remained relatively constant since then. Otherwise, the distribution of age categories has remained fairly consistent.

Residency and Tuition Status

Over recent years, the percentage of students who are Hawai'i residents has remained extremely stable at about 94 percent. There are several classes of nonresidents that pay the resident tuition due to exemptions. Approximately 3 percent of the student body pays the nonresident tuition rate the last few years.

Enrollment in Degree Types

Since the 2018 self-study, the general and pre-professional education program enrollments have declined and are now even with CTE program enrollments at 28 percent. The unclassified category includes Early Admit students (Table 6).

Table 6. Percentage (number) of Students Enrolled in Degree Types at Kaua'i Community College from 2018-23.

	2018	**2019**	**2020**	**2021**	**2022**	**2023**
Career & Tech Ed	25% (371)	31% (429)	31% (450)	29% (385)	28% (368)	28% (361)
General & Pre-Prof Ed	38% (558)	37% (506)	35% (505)	32% (432)	30% (388)	28% (365)
Other Kaua'i CC	4% (57)	5% (75)	10% (150)	10% (139)	11% (144)	10% (125)
Unclassified	34% (500)	26% (363)	24% (356)	29% (387)	31% (408)	34% (447)

Course Sections Modality

Prior to the COVID-19 pandemic, few course sections were offered online and none were offered in a hybrid modality. Following spring break in March 2020, the pandemic caused the campus to shift to entirely online instruction. From summer 2020 to spring 2022, the college permitted essential in-person instruction and, since fall 2023, returned to scheduling without restrictions on in-person instructional modalities. Nearly 50 percent of class sections have remained in the online modality, which aligns with student survey data showing 50 percent of Kaua'i CC students prefer online instruction while the other 50 percent prefer in-person instruction. The current balance is in response to student-driven preferences and the presence of college courses that are CTE (requiring in-person instruction). Finally, some online instruction is necessary for EC classes where, logistically, a faculty member may not be able to travel across the island to one or more high schools while also fulfilling campus teaching obligations. In fall 2023, 62 percent of students were enrolled in at least one online course (Table 7). To better meet diverse student needs, Kaua'i CC piloted and implemented two new modalities: flexible synchronous and flexible online. In flexible synchronous courses, the student has the choice to attend class meetings in-person or online, and in flexible online courses, the student has the choice to attend class meetings via Zoom or to complete classwork asynchronously instead.

Table 7. Course section modality from Fall 2018- Fall 2023 at Kaua'i Community College.

	Fall 2018	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
Distance Education	16	22	193	119	103	88
Hybrid	0	0	42	77	36	5
In Person	250	256	34	31	105	123

The percentage of students receiving Pell assistance has remained relatively stable during this accreditation cycle, and at least 40 percent of financial aid eligible students receive Pell assistance annually (Table 8).

Table 8. Students Receiving Pell Assistance at Kaua'i Community College from 2018-2023.

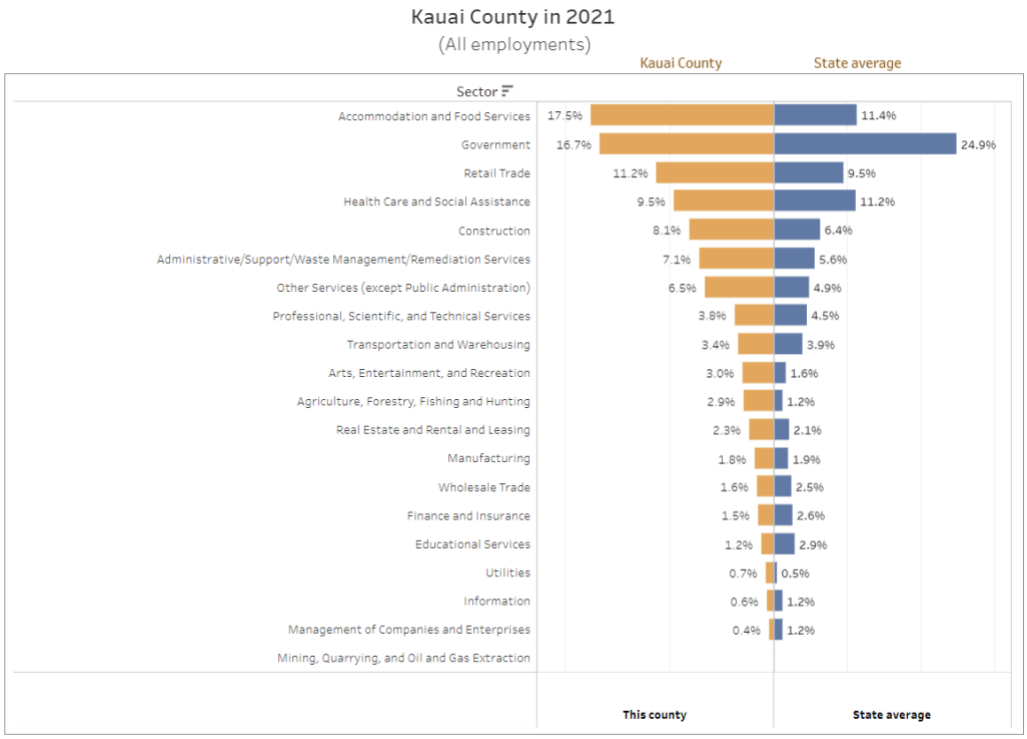
Status	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Eligible for Financial Aid	1135	1033	1048	1086	895	826
Completed FAFSA	675	592	630	659	538	478
Pell	476	454	429	433	364	357
% Pell Recipients	42%	44%	41%	40%	41%	43%

Labor Market Data

Kaua'i CC provides residents in Kaua'i county with access to higher education opportunities and prepares students for highly-skilled and technical professions. In 2021, tourism continued to be the largest employment sector, followed by government, retail trade, healthcare or social assistance, and construction (Figure 1). The county and state are seeking diversified occupations as the reliance on

tourism is not sustainable and many positions are low-wage. The college participated in developing the current Kaua‘i Comprehensive Economic Development Strategic Plan (CEDS) to assist in this diversification.

Figure 1. Highest Employment Sectors in Kaua‘i County and State of Hawai‘i in 2021.



Data source: EMSI (data version 2022.2)

Kaua‘i CC monitors labor market projections for the county to identify growing occupations that generate a living-wage and require some postsecondary education or certification. Projections for 2028 include nurses, secondary, middle, and elementary teachers, accountants, electro-mechanical technicians, paralegals, managers, and computer use support specialists. In recent years, the college has developed 2+2 pathways in education and proposed an IT pathway in its recent Title III submission.

The 2022-26 Comprehensive Economic Development Plan (CEDS) noted the following significant factor:

1) There is a major focus on boosting the economy by increasing six industry clusters for future economic development: Food and Agriculture; Renewable Energy, Sustainable Technologies and Practices; Science and Technology; Visitor Industry Management and Preservation; Health and Wellness; and Arts and Culture.

Demographic Data

Using disaggregated 2020 US Census data, it is possible to apply the University of Hawai‘i data definitions for ethnicity for the purpose of comparison. The only large group within the student body that is missing from this data is Filipino, which falls within the Asian category in both the UH and Census reports but is disaggregated in the UH data (Table 9).

Table 9. 2020 US Census: Kauai County; aggregated according to UH definitions for “Native Hawaiian or Part-Hawaiian" and “Mixed Race.”

	Count	%
Native Hawaiian or Part-Hawaiian	19,956	27%
Asian (including Filipino)	21,102	29%
Caucasian	23,204	32%
Other	1,757	2%
Mixed Race (2 or more)	7,279	10%
TOTAL	**73,298**	**100%**

Compared to the community demographics, the college serves a greater percentage of Native Hawaiian or Part-Hawaiian students, and a lower percentage of Caucasian students (Tables 9 and 10).

The largest age category of people living on Kaua‘i in 2020 was 35-59, followed by those 60 years of age and greater (Table 10). It is interesting to note that 20 percent of households are not English-only speaking. Those that are not are predominately English-speaking (17 percent) speak Asian or Pacific Islander languages.

Table 10. Kaua‘i County Age Data from 2020 US Census.

Total population	73,298	100%
14 or under	12,964	18%
15 to 24	7,674	11%
25 to 29	3,902	5%
30 to 34	4,314	6%
35 to 59	23,461	32%
60 or older	20,983	29%

Educational Attainment

Fifty-six percent of residents that are at least 25 years of age have less than an associate’s degree. Eleven percent of residents have graduate or professional degrees, 18 percent have bachelor’s degrees, and 15 percent have an associate’s degree.

Socio-economic Data

Geographically, Kaua‘i CC is isolated, and serves the entire county of Kaua‘i, which includes the islands of Kaua‘i, Niihau and uninhabited Lehua and Kaula. Kaua‘i is the northernmost island of the eight major Hawaiian Islands and is separated from Honolulu, the capital and main population and business center of the state, by 100 miles of the Pacific Ocean. Travel to any of the other islands is primarily by air. Ni‘ihau, a privately-owned island accessible only by barge or helicopter, is home to the state’s largest concentration of people who learned Hawaiian as their first language.

Per capita income in 2022 was $56,697, which was lower than both the state ($61,779) and nation ($65,423). It is estimated that median household income rates in 2022 dollars are $88,869, which is lower than the state median of $94,814. In 2022, the amount of income needed to afford a home nearly tripled. According to the Economic Research Organization at the University of Hawai‘i (UHERO), a household needs to earn $161,000 annually to afford a median priced house on Kaua‘i. Over the same period, it is estimated that more than 80 percent of Kaua‘i households earn less than $161,000.

The U.S. Census also reported a poverty rate of 9.1 percent in 2023, which is lower than both the state rate (10.2 percent) and national rate (11.5 percent). The unemployment rate was 3.8 percent in May 2023; hence, businesses struggle to find workers.

Sites

Kaua‘i CC does not operate any off-campus sites or centers where 50 percent or more of a program, certificate, or degree is available to students.

Specialized or Programmatic Accreditation

In addition to institutional accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC), the following programs are accredited by external organizations:

1) **Automotive Technology Technician**: The Automotive Technology Program is accredited by the Automotive Service Excellence (ASE) Education Foundation.
2) **Culinary Arts**: The Culinary Arts program is accredited by the American Culinary Federation Education Foundation Accrediting Commission.
3) **Medical Assisting**: The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
4) **Nursing**: The Associate Degree Career Ladder Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Evidence List

A-1 Board of Regents Policy 5.215
A-2 Kaua‘i Comprehensive Economic Development Strategic Plan
A-3 Kaua‘i County Labor Market Projections
A-4 Per Capita Income 2022
A-5 UHERO Kaua‘i Economic Outlook Summary

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards have exceeded the baseline for all six standards since 2019 (Figure 2). These results are reported to ACCJC in the annual report and presented to the campus by the VPCC.

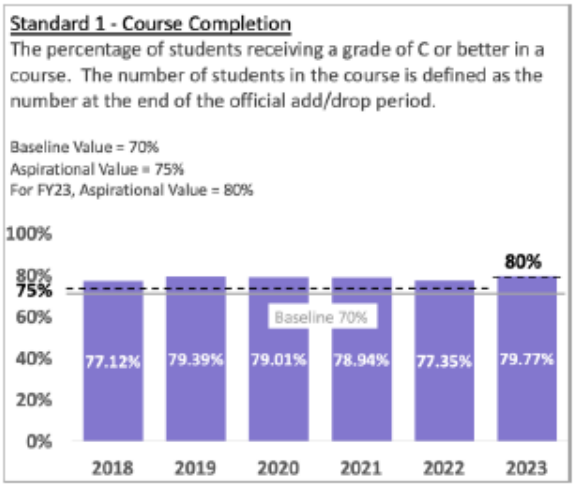
Student Success Outcomes Disaggregated by Ethnicity

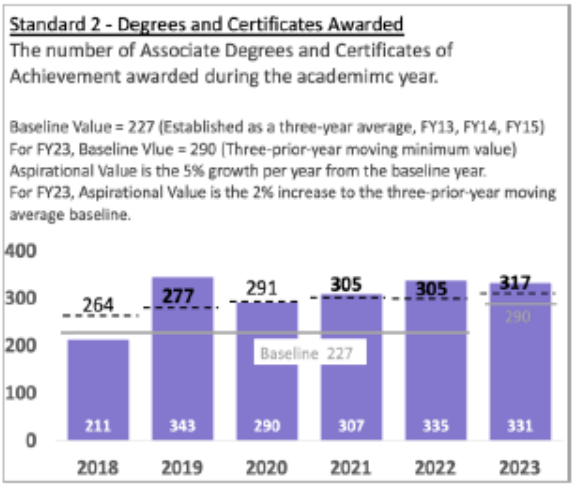
Table 11 compares the ethnicity breakdown of the student body from Academic Year 2018-23 to the breakdown of the total certificates, associate degrees, and transfers to University of Hawai‘i four-year institutions earned from 2018-23. The distribution of student success outcomes is a fairly close match to the distribution of ethnicity within the student body. Longitudinal trends are difficult to establish due to the small population numbers at Kaua‘i CC. Tentatively, it appears that the percentage of certificates and degrees earned by Filipino students and the percentage of certificates earned by Caucasian students are trending towards their respective percentages of the student body.

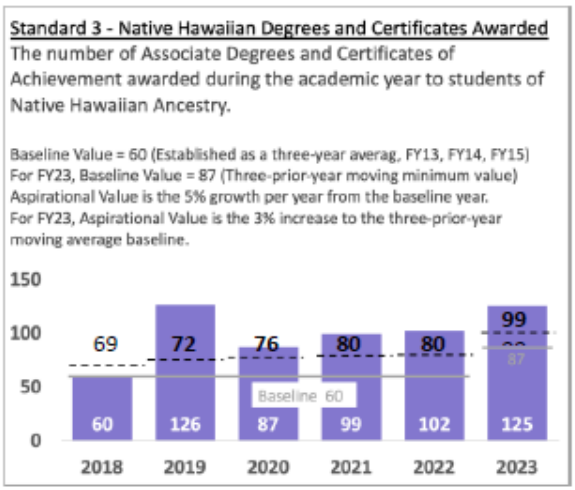
Table 11. Ethnicity of students earning certificates, associate degrees, or transferring to University of Hawai‘i four-year institutions from fall 2023.

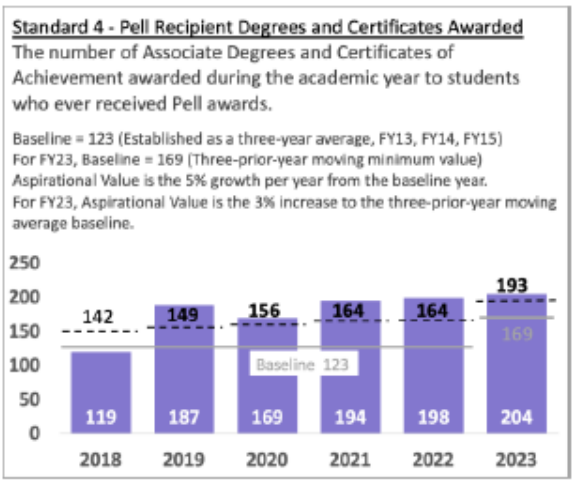
	% of Fall Enrollment	% of Certificates Awarded	% of Associate Degrees Awarded	% of Transfers to UH 4-yr
Native Hawaiian or Part-Hawn	31%	36%	30%	30%
Filipino	19%	26%	23%	16%
Other Asian	11%	12%	9%	10%
Caucasian	18%	12%	19%	22%
Other	7%	3%	3%	3%
Mixed Race (2 or more)	15%	12%	15%	19%

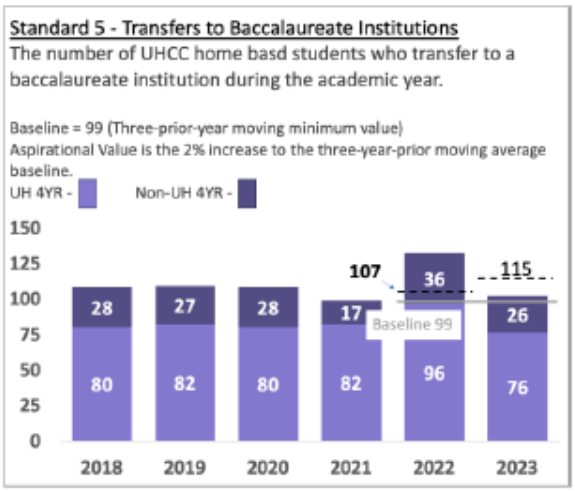
Figure 2. Institution-Set Standards for Kaua'i Community College from 2018-23.

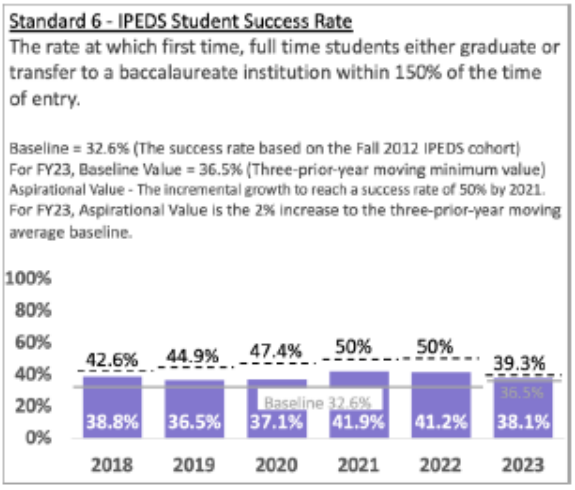












Standard 5 has a revised definition.
Kaua`i Community College – Institutional Effectiveness Office

Baseline Value
Aspirational Value

C. Organization of the Self-Evaluation Process

The self-evaluation process was planned in early fall 2022 by Accreditation Liaison Officer (ALO) Valerie Barko and the Faculty Lead Jonathan Kalk using ACCJC Accreditation Standards (2014). The plan included the formation of review teams for each of the 14 subsections of the ACCJC Accreditation Standards (p. 6 of ACCJC's *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*). Teams consisted of two to three individuals, with at least one from faculty and one from staff or administration. Team members were recruited on a voluntary basis, and teams were formed with the complementary expertise of each member in mind.

Subsections I.A and I.C were combined under one team, and the ALO and faculty lead assumed responsibility for IV.C and IV.D, as these subsections require a great deal of input from and coordination with UHCC and the UH System.

The review teams were responsible for interpreting the standards within their subsection, identifying evidence relevant to each standard, and locating any potential gaps in evidence or areas of improvement for the college. Each review team produced their own work plan to guide them in making regular progress and organized their work in a Google Drive folder that contained a summary spreadsheet the teams used to track their progress. These individual summary sheets were linked to a single spreadsheet that allowed tracking of the overall progress of the self-study project.

Table 12. Review Team Members for the 2024 ISER at Kaua'i Community College.

Standard	**Review Team Members**
I.A. Mission and 1.C. Institutional Integrity	Jie Shen and Christina Mar
I.B. Assuring Academic Quality and Institutional Effectiveness	Margaret Sanchez and Ryan Girard
II.A. Instructional Programs	Frankie Harris and Pua Rossi
II.B. Library and Learning Support Services	Jay Baker and Rhonda Liu
II.C. Student Support Services	Erin Millard, Shelley Sutter, and Carna Brown
III.A. Human Resources	Calvin Shirai, Pomai Burkart, and Emily Broderick
III.B. Physical Resources	Pat Watase, LaRisa Nebre, and Michael Miller

III.C. Technology Resources	Eric San George and Ken Abigania
III.D. Financial Resources	Deanne Koshi and Cheryl Lum
IV.A. Decision-making Roles and Process	Kathlen Lee and Kyoko Ikeda-Chun
IV.B. CEO	Andrea Erichsen and Alexis Erum
IV.C. Governing Board	Valerie Barko and Jon Kalk
IV.D. Multi-college Districts or System	Valerie Barko and Jon Kalk

The ALO and faculty lead scheduled monthly meetings with the review teams in Spring 2023 to provide support and guidance. Teams were gathered into larger groups by section (for example, all teams within the section "Standard III" were the first ones to meet) so that teams with similar areas of research could discuss and assist each other. Teams were brought together for a final retreat in fall 2023 to collaborate across standards to finalize sections and prepare for fall 2023 College Conversations (a venue to foster broad college participation).

The ALO and faculty lead were responsible for reviewing the collected evidence and notes from each review team and writing the ISER draft. The writing for each standard began as soon as review team research concluded. Review teams served as editors, reviewing their draft subsection and making sure it correctly reflected conducted research. See the timeline below for a diagram of the workflow.

At several points during the process, input was gathered from broader groups.

Spring 2023 Faculty Meeting – The entire instructional faculty body reviewed subsection II.A and came to the conclusion that the Kaua'i CC met all 16 of the standards.

Fall 2023 Section Conversations – Four College Conversations (one for each section) were held by the review teams, which were open to the entire college. The teams explained how they determined whether the college met each standard, and participants had the opportunity to provide their own additional evidence and evaluation of the evidence. This input was incorporated into the next draft of each of the standards.

Fall 2023 QFE Conversations – Two College Conversations were held to identify the two Quality Focus Essay projects the college will undertake during this next cycle. These projects were identified by alignment with the college's strategic imperatives.

Spring 2024 - Complete ISER draft was shared with the campus electronically for review and input. A presentation was also provided to the Student Government and Faculty Senate by the ALO and faculty co-chair, respectively.

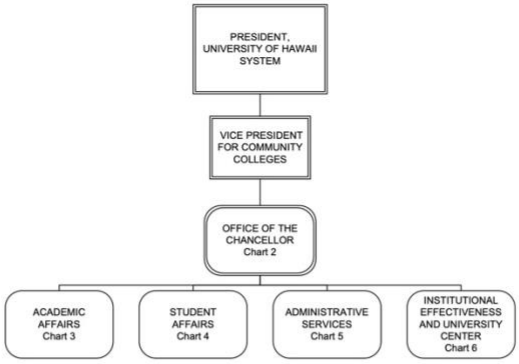
ISER Timeline

Table 13. ISER Timeline for the December 2024 Institutional Self-Study.

Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024
College forms teams by end of September	Hold monthly meetings with Standard Teams	Review work of Standard Teams	ISER Update at Convocation and "as-is" draft to campus for input; Teams review their ISER draft section (if completed)	Finalize QFEs	Have cover created, link evidence, edit; Review final draft	ISER update at Convocation; provide link to final report
October 17: ACCJC training	Identify gaps, available evidence, action plans	ID Next Steps including curriculum issues	QFE development	Campus and Standard Teams review final ISER draft		
College plans and writes report						
			Open meetings once/per month for campus discussion and Standard Teams	College reviews report	College, UH, & BOR review report	
						December 15: College submits report to ACCJC

D. Organizational Information

CHART UPDATED
DATE: Sep. 4, 2024



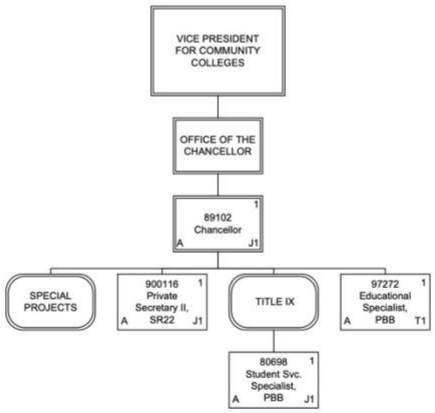
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 1

Permanent	**164.50**
General Fund	164.50
Temporary	**1.00**
General Fund	1.00
Grand Total	**165.50**

CHART UPDATED
DATE: Jul. 1, 2024



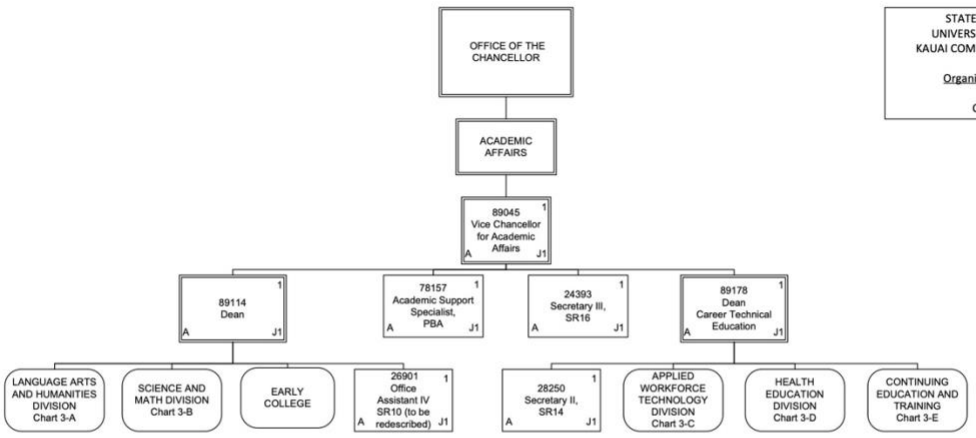
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 2

Permanent	**3.00**
General Fund	3.00
Temporary	**1.00**
General Fund	1.00
Grand Total	**4.00**

CHART UPDATED
DATE: Sep. 4, 2024



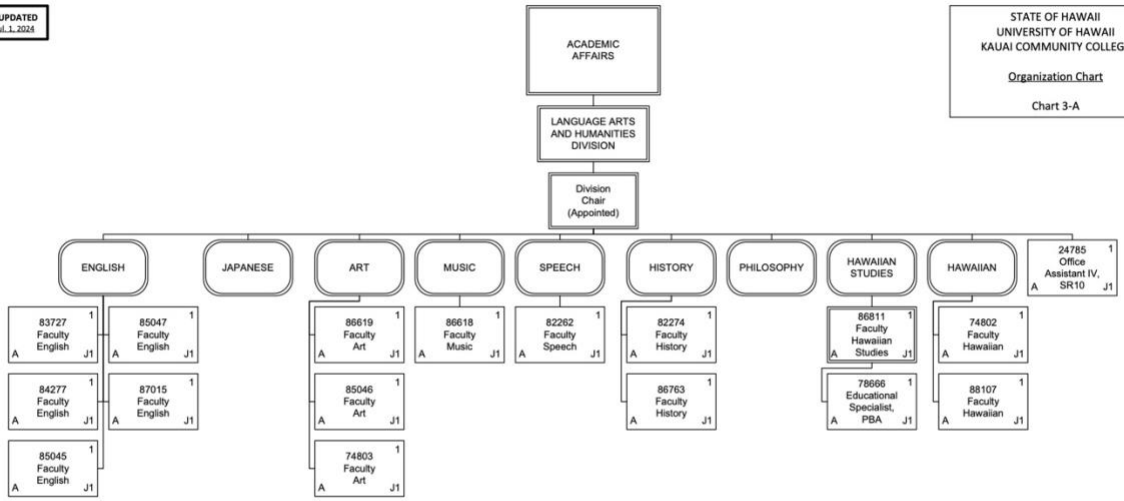
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3

Permanent	**7.00**
General Fund	7.00
Grand Total	**7.00**

CHART UPDATED
DATE: Jul. 1, 2024



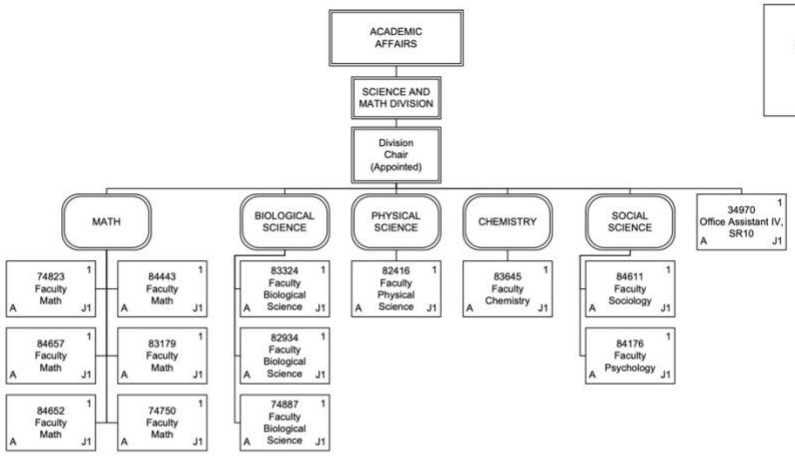
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3-A

Permanent	**17.00**
General Fund	17.00
Grand Total	**17.00**

CHART UPDATED
DATE: Sep. 4, 2024



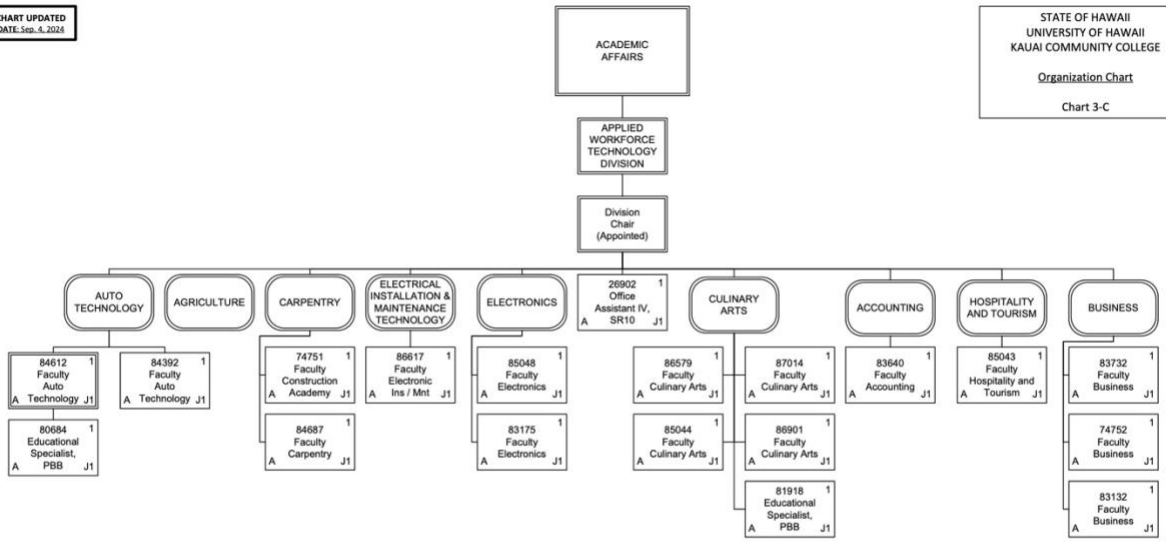
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3-B

Permanent	**14.00**
General Fund	14.00
Grand Total	**14.00**

CHART UPDATED
DATE: Sep. 4, 2024



STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3-C

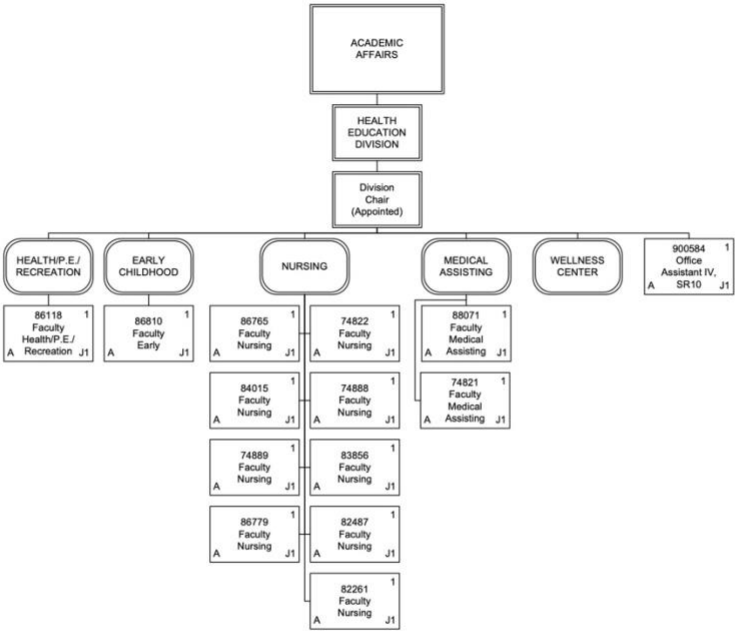
Permanent	**19.00**
General Fund	19.00
Grand Total	**19.00**

CHART UPDATED
DATE: Jul. 1, 2024

STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3-D



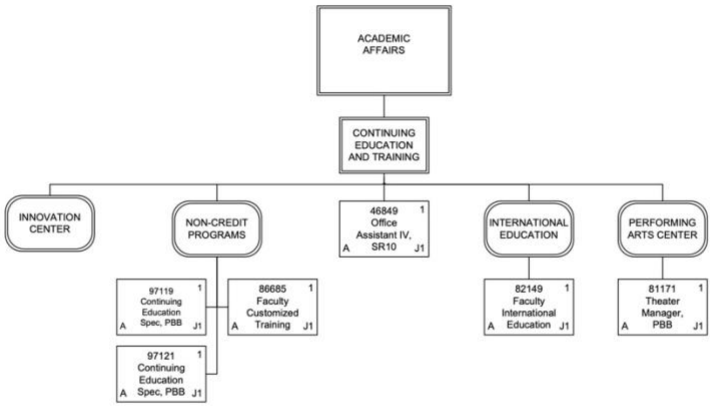
Permanent	**14.00**
General Fund	14.00
Grand Total	**14.00**

CHART UPDATED
DATE: Sep. 4, 2024

STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 3-E



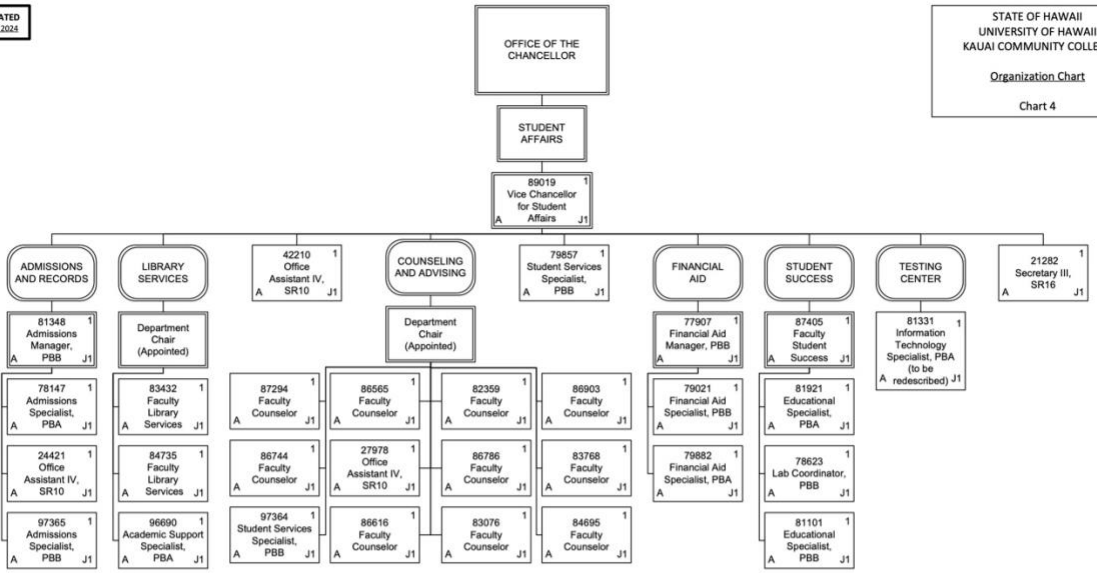
Permanent	**6.00**
General Fund	6.00
Grand Total	**6.00**

CHART UPDATED
DATE: Sep. 4, 2024

STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 4



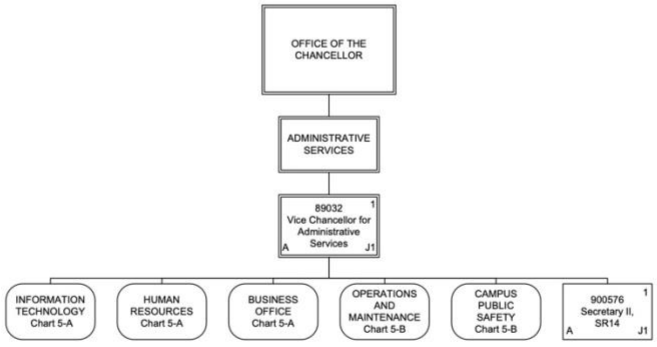
Permanent	**31.00**
General Fund	31.00
Grand Total	**31.00**

CHART UPDATED
DATE: Jul. 1, 2024

STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

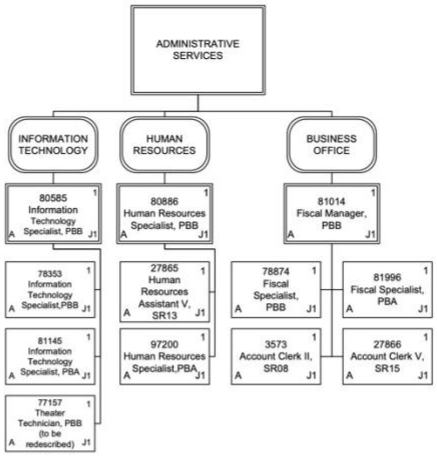
Organization Chart

Chart 5



Permanent	**2.00**
General Fund	2.00
Grand Total	**2.00**

CHART UPDATED
DATE: Jul. 1, 2024



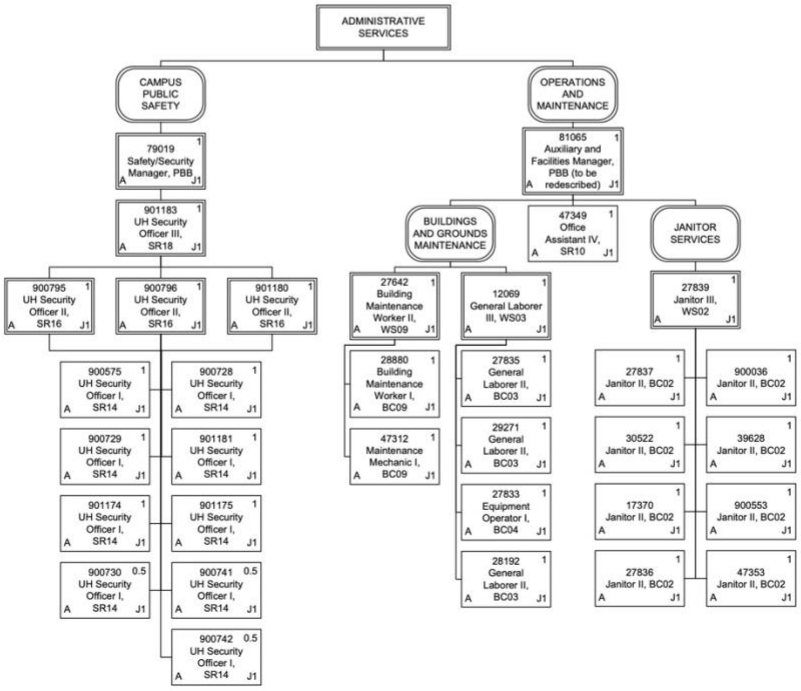
STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 5-A

Permanent	**12.00**
General Fund	12.00
Grand Total	**12.00**

CHART UPDATED
DATE: Jul. 1, 2024



STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 5-B

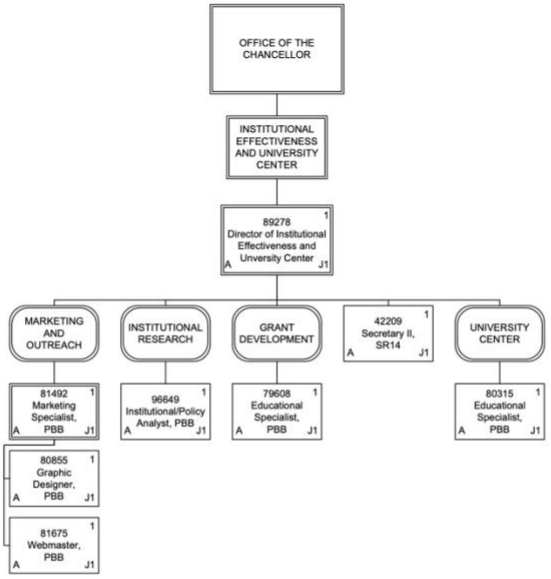
Permanent	**31.50**
General Fund	31.50
Grand Total	**31.50**

CHART UPDATED
DATE: Sep. 4, 2024

STATE OF HAWAII
UNIVERSITY OF HAWAII
KAUAI COMMUNITY COLLEGE

Organization Chart

Chart 6



Permanent	**8.00**
General Fund	8.00
Grand Total	**8.00**

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Hawai'i Revised Statutes §304A-1101 established the University of Hawai'i Community College system, which consists of seven community colleges including Kaua'i Community College. The history of the community college system was documented in a scholarly article.

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.
Kaua'i CC is fully operational and has served an average of 1,378 students each year since our last accreditation self-study. The majority of these students have been or are pursuing a degree or certificate. The College Catalog and Schedule of Classes further evince the operational status of the college.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

All of the college's credit offerings are required courses, diversification requirements, or elective courses for the degree and certificate programs. In fall 2023, 28 percent of students had declared a major in the Liberal Arts transfer AA degree program, and 28 percent had declared a major in a CTE program (see degree enrollments section on p. 13). Additionally, 10 percent of students enrolled in courses at Kaua'i CC come from home campuses elsewhere in the UH System, and 31 percent of students are Early Admits currently enrolled in high school. The remaining 3 percent of students are unclassified, non-Early Admits. These students are generally residents taking advantage of cultural offerings for personal development, such as our performance music courses, ceramics, art or carpentry. All degree programs are listed in the College Catalog.

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

As stipulated by UH System Executive Policy 1.102 (Authority to Manage and Control Operations of the Campus), the chancellor of each college in the UH System has the responsibility for administration and operation of the college, including financial oversight. The chancellor is appointed by the University of Hawai'i Board of Regents (BOR) with full-time responsibility to the college and the requisite authority to administer board policies to ensure the quality and effectiveness of the

institution. As chief executive officer for the college, the chancellor reports to the University of Hawai‘i VPCC. The chancellor of the college has responsibility and authority for the day-to-day management of the institution and implementation of board policies. Neither the president of the UH System nor any chancellor of an individual campus within the system may serve on the BOR. Dr. Helen A. Cox served as chancellor through December 2019. ACCJC was informed of the CEO change to Dr. Joseph Daisy in February 2020. After Dr. Daisy retired in December 2022, ACCJC was informed of the CEO change to Interim Chancellor Margaret Sanchez effective January 2023.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

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

Evidence List

E-1	Hawai‘i Revised Statutes
E-2	Hawai‘i Community Colleges History (Scholarly Article)
E-3	Executive Policy 1.102
E-4	Executive Policy 8.204 (University Audits)

F. Certification of Continued Institutional Compliance with Commission Policies

Kaua'i CC certifies continued compliance with the federal regulations below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The campus main webpage has a link to the accreditation website. This page has links to previous accreditation reports, substantive change documents, the last letter from ACCJC reaffirming accreditation, and direct links to the ACCJC complaint process/Third party comments. Announcement of the focused site visit and opportunity to provide third party comments were provided via an e-mail blast to the campus, an updated banner on the accreditation webpage, and as an announcement in a September 2024 newsletter. The Institutional Self-Evaluation Report (ISER) was presented to the campus for comment at in-person college conversations, led by standards teams, and other opportunities to review and provide feedback virtually. The Board of Trustees reviewed the ISER in October 2024, and public commentary is part of the Board process. The above statements, as well as the narrative in Standard I.C., demonstrate evidence of the college's compliance with this Commission Policy.

Standards and Performance with Respect to Student Achievement

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

Kaua'i CC's key student achievement metrics are tracked annually and posted to the campus website. The Institution-Set Standards (ISS) are established per UHCCP 4.203 (Institution-Set Standards). Standard I.B.3. provides details on how student achievement metrics and ISS are integrated into the VPCC data visit presentation, published in the Strategic Directions Report, posted to the college webpage, and discussed at convocations. The college also reports on student achievement and ISS outcomes to ACCJC annually, posting the reports on the Institutional Effectiveness website for transparency and accessibility. The above statements as well as the narrative in Standard I.B.3 demonstrate evidence of the college's compliance with the Commission Policy.

Credits, Program Length, and Tuition

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

All degrees from Kaua'i CC adhere to UHCCP 5.228 (Credit Hour) and describe credits required for core program courses, general education, and degree-applicable elective units to reach the minimum requirements for completion. In addition, the College Catalog details the credits required for degrees, transfer, and the various certificate types. Tuition is consistent across most degree programs and those with variable tuition are disclosed. All student fees are posted in the catalog and on the website as detailed in Standard I.C.6. The catalog also describes credits awarded for the successful completion of each course, and the UHCCP 5.228 definition of credit hour is consistent with the common notion of

Carnegie Unit or Carnegie Credit in higher education in the United States and complies with the federal 34CFR 600.2 definition. The above statements as well as the narrative in Standards on I.B.2 and II.A.9 demonstrate evidence of the college's compliance with the Commission Policy.

Transfer Policies

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

Transfer of credit policies are communicated to students in the College Catalog and on the college webpages (see Standard I.C.2). Courses are evaluated for associate degree requirements from other regionally accredited colleges and universities by Admissions and Records using the Transfer Credit and Evaluation Form and the UH Course Transfer Database. Kaua'i CC's courses are transferable to other colleges and universities via the same process or via articulation. The above statements evidence compliance with this Commission Policy.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Kaua'i CC does not offer any correspondence education courses. The college does have ACCJC approval to offer several online degree programs (e.g., Business Education, Hospitality and Tourism, and approval to offer 50 percent or more of the college's courses in the distance education modality). Distance learning programs are developed using UH processes as further discussed in Standard II.A.7. In summary, once a program is established, the UH Distance Delivery Approval process is followed. The division will complete a UH Online and Hybrid Program Recognition Form that certifies that the program follows the Online and Hybrid Program Recognition Guidelines, which include student identity verification, professional development for program faculty, assessment for continuous improvement, and information disclosure for prospective students. After approval, a substantive change request is submitted to ACCJC. New programs follow this process after completing the new Program Action Request (PAR) process. Online courses follow requirements outlined in the Distance Education Faculty Handbook, which includes regular and substantive interaction.

The MyUH web portal provides employees and students access to their information (e.g., address, LMS, paystub) from anywhere in the world using multi-factor authentication to protect application access (III.C.3.). This secure environment and adherence to UH systemwide policies on records management, educational protection, and student privacy [EP 2.216 (Institutional Records management) and AP 7.022 (Procedures Relating to Protection of the Educational Rights and Privacy of Students)] ensures both the maintenance of secure student records and compliance with the federal mandate on authenticating students who take distance learning classes (Standard II.C.8).

The systemwide ITS Help Desk provides phone and email support around the clock. The Kaua'i CC IT Help Desk provides phone and walk-in support during its hours of operation, and the campus also has a dedicated professional development coordinator to provide technology support and training (see III.C.4). The college uses survey results from Administrative Services, along with recommendations from both the Information Technology Advisory Committee and Distance Learning Committee, to guide technology plans and investments that address classroom needs and enhance student success and equity across programs and services. The above statements as well as the narrative in Standards II.A.7, III.C.3, and III.C.8 demonstrate evidence of the college's compliance with the Commission Policy.

Student Complaints

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

The college has policies addressing student academic grievances (KCCP 5-3) and non-academic grievances (KCCP 5-6), as outlined in Standard I.C.8. These are published in the College Catalog and on the college's website. The policies are reasonable, seeking amicable resolution of grievances among involved parties first. If that is not possible, the student may bring the grievance to progressively higher levels of the institution. When necessary, the college convenes a review panel of appropriate composition (students, employees, and administrators) to hear all sides of the case and recommend a resolution. If the grievance warrants a Title IX or discrimination investigation, the UH systemwide policies, EP 1.204 (Interim Policy on Title IX Sexual Harassment) or EP 1.202 (Nondiscrimination, Equal Opportunity, and Affirmative Action Policy) are followed.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Kaua'i CC provides information about its programs and policies to its students and to the public that is accurate, timely, and current. This information is primarily communicated virtually through the campus website. The College Catalog is electronic and linked to the college website, containing required information as specified in the Accreditation Standards. The responsibility for the accuracy of information lies across campus divisions and units. Updates are made by the webmaster, and site owners are asked to check the accuracy of their webpages each spring during the catalog review and update process. The Marketing Office oversees enrollment, marketing and advertising, which includes website banners, social media, print, direct mail, print publications, radio, and video. The college discloses its ACCJC and program accreditation status on the college website along with contact information for each accreditor. The above statements as well as the narrative in Standards I.C.4, I.C.6, I.C.7, and I.C.8 demonstrate evidence of compliance with the Commission policy.

Title IV Compliance

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.

Kaua'i Community College's Financial Aid Office utilizes policies and procedures to adhere to Title IV of the Higher Education Act. For the last three years (2020-23), the college's cohort default rate has improved: 9.8 percent, 7.2 percent, and zero percent, respectively. These annual cohort default rates are within federal guidelines and below threshold rates. More information can be found in Standard III.D.10.

Evidence List

F-1	Accreditation Webpage with Site Visit Date
F-2	Sept. 16 Ku'I Ka Lono (newsletter)
F-3	Student Achievement Metrics (Screenshot)
F-4	UHCCP 4.203 (Institution Set Standards)
F-5	UHCCP 5.228 (Credit Hour)
F-6	College Catalog Degrees and Certificates (Credit Requirements)
F-7	College Catalog Tuition and Fees
F-8	College Webpage – Tuition and Fees (Screenshot)

F-9	34 CFR 600.2
F-10	Transfer Credit and Evaluation Form
F-11	UH Course Transfer Database (Screenshot)
F-12	UH Online Program Request Form
F-13	UH Online and Hybrid Program Recognition Guidelines
F-14	Distance Education Faculty Handbook
F-15	Executive Policy 2.216 (Institutional Records Management)
F-16	Administrative Procedure 7.022 (Educational Rights/Student Privacy)
F-17	KCC Policy 5-3 (Academic Grievance)
F-18	KCC Academic Procedure 5-6 (Non-Academic Grievance)
F-19	College Website - Policies (Screenshot)
F-20	Executive Policy (Interim) 1.204 (Title IX)
F-21	Executive Policy 1.202 (Nondiscrimination)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The college's mission statement, "Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world," was reaffirmed by the campus on September 22, 2023 and is published on the college's website along with associated practices. The college mission is also defined within the context of the community colleges unit mission [RP 4.201 (Mission of Units), section III.C.4.a.4], which is part of the overall mission of the University of Hawai'i 10-campus system.

Analysis and Evaluation

The college mission describes how it provides a variety of degrees, academic pathways, non-credit training, and personal enrichment classes with a commitment to diversity and meeting both community and workforce needs. Because the college is an open-access institution, it serves all eligible students within the community.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Through various forums, the college reviews its performance in meeting mission practices using both qualitative and quantitative data. Data from recent reviews are detailed in the table below:

Practice	Evidence
Provides open-access, affordable education	The college has an open-door admissions policy, as mandated by RP 4.201 (Mission of Units)

	Average published public two-year tuition and fees for in-state average in Hawai'i (which should be approximately the same at all CC's) is $4,019 for 2023-24 The college also provides direct student support. Examples from 2020-2021, 2021-2022, and 2022-2023 include: *Title III (Kahua)*: $129,900 (2022-2023) *NHEP (Mauo):* $194,804 (2022-2023) *Hawai'i Promise*: $256,285, $322,424, and $192,262, respectively *Percent of students that received Pell*: 45.5 percent ($1,463,808), 44.9 percent ($1,102,980), and 48 percent ($1,200,444), respectively *HEERF funds for student support*: $486,416, $1,351,561, and $615,421, respectively Early Admit enrollment was 397 (31 percent of students) in fall 2023, and the vast majority of Early Admits are Early College students who are provided free college courses 19 percent of fall 2023 sections were TXT0 (no cost materials) The college supplies the library with loaner laptops and Chromebooks to make coursework and online resources more accessible to students in need
Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees	College Catalog; the college offers 28 Certificates of Competence, 26 Certificates of Achievement; 7 Academic Subject Certificates; 6 Associate in Applied Science degrees; 8 Associate in Science degrees; and 2 Associate in Arts degrees
Welcomes and values diversity	Student population ethnicity breakdown: Fall 2023: Native Hawaiian/Part-Native Hawaiian 30 percent, Filipino 21 percent, Caucasian 16 percent, and Mixed Race 16 percent; Other ethnicities 8 percent Diverse student clubs, including: Pamantasan, Nihongo Kurabu, Student Veterans of America, Ku Pono I Ho'okahi Hawai'i, International Club, and Club Wai'ale'ale Diverse Programs under Hawaiian Studies include Mālama Aina Certificate, Hawaiian Botany Certificate, and Hawaiian Language courses Strategic Imperative (Fulfill Kuleana to Native Hawaiians and Hawai'i): Implemented spring 2024

Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning	Avg Class Size: 14 in fall 2023 International student exchange included four short-term programs (N = 96 students) and 27 international students on-campus in academic year 2023 DE programs: Business Education, Associate of Arts Liberal Arts, and Hospitality and Tourism University Center (supports 60 University of Hawai'i degrees offered via distance learning)
Provides programs that address workforce and community needs	Good Jobs Hawai'i: statewide partnership among community colleges and employers that help residents train for a quality career OCET trainings: 188 courses offered in 2020-2021, 194 offered in 2021-2022, and 188 offered in 2022-2023 The college administers community and workforce surveys to help inform on program and training needs: SMS and Interact surveys (2022)
Prepares and supports students individually and collectively to succeed in academic endeavors and engage in lifelong learning	The college currently offers 22 support programs to students that support basic needs, mental health, academic support, and career counseling, access to technology, and mentorship
Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua'i	Kahua Paepae Ola Title II Grant: supports the development of the Kikuchi Center, which is an archive of a predominant archeologist's Hawai'i artifact collection that was gifted to the college. This will be digitized and made available to the state and broader community. Kuluku Title III Grant: grant supports students in early college pathways that will culminate with transfer to a four-year university, specifically for students in the Natural Resource Academy at Waimea High School. Students in this pathway are supported by the non-profit Iwikua farms on the Waimea Campus and are able to take summer Early College courses in conjunction with Na Pua Noeau at the 'Alekoko Fishpond. Students explore the unique aspects of Hawai'i and Hawaiian culture in relation to the larger Pacific including origins, language, religion, land, art, history and current issues. Strategic Imperative (Diversity Hawai'i's economy through innovation and research) – implemented spring 2024 to include

	an Ideation and Incubation Hub

Analysis and Evaluation

Kaua'i CC reviews and discusses data related to mission practices throughout the academic year in various forums to guide institution priorities (e.g., convocation presentations, institution set standards discussions, and OVPCC visits). In addition, the mission guides strategic priorities. Strategic Imperatives 2023-29 consist of the following: 1) Fulfill Kuleana to Native Hawaiians and Hawai'i and 2) Meet Hawai'i 's Workforce Needs of Today and Tomorrow, which align with mission practices. Success in meeting imperatives is tracked and monitored annually.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The college's Integrated Planning policy, KCCP 1-8, aligns strategic planning and decision-making with its mission. Alignment of the mission to college programs and services is also required by the KCCP 1-6 (Review of Established Programs), which guides the annual and five-year comprehensive program review processes. Resource requests made through program review must align with at least one strategic priority/imperative, which stem from the college's mission as discussed in I.A.2. The table in I.A.2 shows the strong connection between the college's mission and its Institution-Set Standards, which provide the college's high-level goals for student learning and achievement.

Kaua'i CC falls under the community colleges unit of the University of Hawai'i System, and the unit mission for UHCC is provided in RP 4.201 (Mission and Purpose of the University). Programs offered by any institution in the system must be consistent with the institution's mission, per RP 5.201 (Instructional Programs).

Analysis and Evaluation

Each year, college programs and services complete a program review as mandated by KCCP 1-6. Every five years, these units are required to undergo a comprehensive review, which requires a five-year plan for improvement and resource allocation needs. This process identifies the ways in which programs and services align with strategic goals and imperatives.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement is reviewed at least once every five years, consistent with KCCP 1-8 (Integrated Planning). This policy provides guidelines for developing and maintaining the mission statement within the context of the UH System. The review process requires broad participation from the college and community it serves. The chancellor initiates a task force to meet and review the mission statement,

and a variety of participants, both internal and external, are solicited for input, review, and recommendations. Once the mission statement is approved by the UH BOR, it is then published.

Analysis and Evaluation

Kaua'i CC's approved mission statement is published on the college's internet homepage and in the College Catalog. During the most recent mission statement update process, which took place from 2022-23, multiple groups on and off campus were formed to discuss the current mission statement and offer comments and suggestions for improvement. The chancellor reaffirmed the current mission statement after a recommendation to do so by the College Council in September 2023.

Conclusions on Standard I.A: Mission

The Kaua'i CC meets Standard I.A.

Improvement Plan(s)

No improvement plans have been identified for this Standard.

Evidence List

I.A.1-1	Mission Reaffirmation (2023)
I.A.1-2	Website – Mission and Practices (Screenshot)
I.A.1-3	Regents Policy 4.201 (UH Units Missions)
I.A.2-1	Regents Policy 4.201 (UH Units Missions)
I.A.2-2	IRAPO Early Admit Enrollment
I.A.2-3	TXTO Report Fall 2023
I.A.2-4	College Catalog
I.A.2-5	Student Ethnicity Fall 2023
I.A.2-6	Student Clubs
I.A.2-7	Average Class Size Fall 2023
I.A.2-8	Good Jobs Hawai'i (Screenshot)
I.A.2-9	OCET Program Review 2023
I.A.2-10	SMS Institutional Image and Needs Assessment Report 2022
I.A.2-11	Interact Employer Needs and Perceptions Report 2023
I.A.2-12	Student Supports
I.A.2-13	Convocation Presentation Fall 2021
I.A.2-14	Institution Set Standards College Conversation 2022
I.A.2-15	OVPCC Data Presentation Fall 2022
I.A.2-16	Strategic Plan Monitoring
I.A.3-1	KCC Policy 1-8 (Integrated Planning)
I.A.3-2	KCC Policy 1-6 (Review of Established Programs)
I.A.3-3	Regents Policy 4.201 (UH Units Missions)
I.A.3-4	Regents Policy 5.201 (Instructional Programs)
I.A.3-5	Five Year Comprehensive Program Review Template 2023
I.A.4-1	KCC Policy 1-8 (Integrated Planning)
I.A.4-2	Website – Mission and Practices (Screenshot)

I.A.4-3 College Catalog – Mission and Practices
I.A.4-4 Mission Reaffirmation (2023)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Kaua'i CC continuously engages in substantive and collegial discussions of student learning and achievement in open forums (e.g., College Council), at semiannual convocations, and in various committees (e.g., Integrated Student Success). College programs with external program accreditation also maintain discourse about continuous improvement as part of their accreditation processes. The chancellor organizes two convocations each academic year to communicate outcomes, progress, and goals for student achievement. College Conversations are also held throughout the academic year, and all campus students, faculty and staff are invited to attend and participate. These provide a venue for discussion of current initiatives, innovation, and topics of interest to the college. Recent College Conversation topics include Quality Focus Project update (2020), Institution-Set Standards (2022), Title III Grant Brainstorming (2023), and TRIO Grant Proposal Discussion (2024).

The VPCC has an annually scheduled visit to the campus to discuss system-level topics, to review prior year results on performance measures for both the college and system, and to highlight focused goals for the following year.

Analysis and Evaluation

Office of the VPCC exchanges have led to more sharing of programs and courses throughout the UHCC system. The strategic plan focuses on improving outcomes for Native Hawaiian students and residents, as evidenced by the 2023-29 Strategic Plan.

Campus-led conversations have resulted in the expansion of the Kipaipai program (first year student success program) to support our broad student population, revised time blocks for scheduling classes, and one-stop registration events sponsored by Student Services.

The college's Integrated Student Success Committee has membership across many areas of the college, especially teaching faculty in key programs, leaders of both academic and non-academic student support services, and administrators overseeing these areas. This committee hosts conversations regarding student success and achievement, as evidenced by a College Conversation held in 2020.

In an effort to improve review and discussion of student outcome and achievement data, the institutional researcher began hosting data discussions with program coordinators and divisions at the beginning of the program review cycle in fall 2023.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Each instructional program at the college has developed Program Student Learning Outcomes (PSLOs), and learning support services have identified Service Outcomes (SOs). Programs and services perform annual and five-year comprehensive reviews, per KCCP 1-6 (Review of Established Programs*)*, in which they assess their effectiveness in meeting student learning outcomes and strategic priorities. In response, action plans are written to improve effectiveness, and an evaluation of outcomes from the previous year's plan is part of the review.

Analysis and Evaluation

The campus successfully completed its transition from course-focused to program-focused assessment as indicated in the 2022 ACCJC Midterm Report. An improvement that was implemented in fall 2021 was a focus on closing the loop on student learning outcome (SLO) assessment, especially regarding impacts.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Kaua'i CC establishes and revises its Institution-Set Standards every five years in accordance with UHCCP 4.203. The current cycle is 2019-25. The standards include course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell recipient degrees and certificates awarded, transfer to baccalaureate institutions, integrated postsecondary education data system (IPEDS) student success rate, licensure and certification examination success rate, and job placement rate; much of this data may also found on the U.S. Department of Education Scorecard. Annual results are presented to the campus by the VPCC, published in the Strategic Directions Report, posted to the college webpage, and discussed at convocations.

Baseline values were set as the three-prior-year moving minimum value or the lowest value of the three years prior to the reporting year (ISS 3a only), and aspirational values were set by UHCC to represent a 2-3 percent growth per year from the original baseline. The policy as well as annual results are published on the Institutional Effectiveness webpage.

Analysis and Evaluation

Kaua'i CC has established and assessed Institution-Set Standards, per UHCCP 4.203. These standards are aligned with the strategic directions and mission of the college. Annual assessment of achievement of these standards takes place at both campus and system levels. Results are published on the college's Institutional Effectiveness website.

Chancellor Daisy hosted a College Conversation on a review of Institution-Set Standards data in April 2022 with participation from faculty and staff. Several implemented initiatives to improve outcomes were mentioned, including STAR GPS, improving community connections, marketing, student retention efforts, and part-time scheduling.

When UHCCP 4.203 was updated in 2024, new growth targets were established.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Student achievement data are reported annually by UHCC in the Annual Report of Program Data (ARPD). Programs review these metrics and develop action plans for "needs attention" indicators and underperforming Core Perkins Indicators. Programs link plans to strategic priorities and/or imperatives, many of which were developed to improve student achievement. The annual review also requires an analysis of Program Student Learning Outcome (PSLO) achievement, which may include action plans developed by program faculty if improvements are needed.

Analysis and Evaluation

In fall 2019, the assessment coordinator, professional development coordinator, and institutional researcher (IR) met with academic programs to develop five-year assessment plans for each program. Discussions were used to improve PSLO assessment in order to provide better insight into how well students are learning. Assessment was a focus of the fall 2021 Welcome Back Week and an Assessment Day was held on August 16, 2021, to share best practices, lessons learned, and expectations. During August-October 2021, the Vice Chancellor of Academic Affairs (VCAA) and assessment coordinator then met with all academic programs to review necessary improvements to five-year program assessment plans and foster program assessment dialogue. Programs were asked to develop direct assessments of PSLOs (and competencies), and when aggregated CSLO data were used, those CSLOs were clearly mapped to a PSLO in a meaningful way. Indirect assessments were also explored where useful.

To further improve institutional processes, the campus IR developed dashboards in Tableau to assist with data visualization and assessment plan tracking as well as to integrate multiple data sources. Assessment reports were shared with division chairs and program coordinators to better assess program SLOs and to support the development of action plans. The Liberal Arts program met throughout fall 2021 and spring 2022 to revise its PSLOs, ensuring they reflect the unique program SLOs of a liberal arts program beyond merely the general education components. Additionally, Institutional Student Learning Outcomes (ISLOs) became the focus of general education assessment. On August 17, 2023 as part of Welcome Back Week, the VCAA and Assessment Committee chair

conducted a training event focusing on program review processes, program scheduling for improved student success, strengthening program assessment plans, and analyzing our assessment system.

Some examples of program improvements implemented as a result of PSLO assessment include the following: the Carpentry program increased project-based learning and civic activities (such as installing walls and kitchen cabinets in homes for Habitat for Humanity*)*; Culinary Arts introduced a culinary math course to ensure students successfully completed college-level mathematics with professionally-relevant, applicable mathematical skills, mitigating a barrier to success; Hawaiian Studies identified a need increase communication during the first few weeks of online courses to improve student engagement and success; and the Accounting program adjusted the time a topic was covered, also providing additional practice materials to reinforce concepts and increasing the

frequency of outreach for underperforming students—all of which resulted in a PSLO achievement improvement from 92 percent (academic year 2018-19) to 99 percent (academic year 2022-23).

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

As detailed in Standard I.A.2, the college has a robust program review process that incorporates assessment of student learning and achievement in relation to the college mission and strategic priorities. Each Annual Program Review Update (APRU) is examined in the context of the college mission and strategic goals and priorities, and used to determine future activities and funding for program improvements. Quantitative and qualitative data are provided by UHCC as Annual Reports of Program Data (ARPD) for all instructional programs. Some student services and academic support programs are also provided data in these reports. Each program is required to discuss the demand, effectiveness, and efficiency of the program using these data and supplemental data relevant to the program (e.g., surveys).

Analysis and Evaluation

Kaua'i CC's program review process is designed to evaluate program performance and student achievement relative to the college mission and goals. Data are disaggregated by program type, subpopulations (e.g., part-time or full-time, Native Hawaiian students, Pell recipients, and Perkins Core Indicators), and mode of delivery.

In alignment with ACCJC annual reporting practices, many programs are unable to be disaggregated by specific subpopulations because the denominator is less than ten and would not allow for anonymity.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Every year, programs review their Annual Report of Program Data provided by UHCC, which is disaggregated (i.e., Native Hawaiian, Pell recipients, Perkins Core Indicators, STEM, full-time or part-time, and distance education). Programs with Perkins Core Indicators are required to write action plans to address any metric that was below the established benchmark. In this process, programs are also asked to report on the outcome of previous year action plans, and budget requests are expected to be supported by data and linked to the college's strategic imperatives.

In addition, UHCC identified four subpopulations for special attention: Native Hawaiians, Filipinos, Pacific Islanders, and Pell recipients. Subpopulation performance relative to strategic priorities is discussed annually at open forums with the UHCC vice president. Kaua'i CC has developed or expanded services to better support these four subpopulations.

Data demonstrates that Native Hawaiian students are less likely to participate in the higher educational pipeline. For example, Native Hawaiian students are, on average, 30 percent less likely to take Early College courses and are about two times less likely to receive a bachelor's degree. To support students along this pipeline, the college has received grants to support Native Hawaiian students as described below.

The Kahua Paepae Ola grant facilitates students' transition from high school to college by aiding with the Pell application, the college application, choosing a career, and registering for classes. Our Kahua grant supports students in Early College pathways that will culminate with transfer to a four-year university. This grant allowed for the development of a Kipuka Center, which supports Native Hawaiian students transitioning to college and promotes student success through culturally appropriate and responsive student support services and activities at the college.

Our Keleka'a grant promotes distance education pathways for students in the University of Hawai'i System. Furthermore, this grant supported the building of a distance education classroom for Kaua'i students participating in distance learning programs on other islands.

The college has also obtained a couple of Asian Pacific Islander American (APIA) grants to improve outcomes for Pacific Islanders. These two grants are Scheduling for Success and Equity-minded Data Disaggregation: Creating, Implementing, and Improving NHPI Student Outcomes with an Equity Dashboard.

Finally, many of these grants, including the college's Mauo grant, fund the Wai'ale'ale Project, whose student base is majority Native Hawaiian. This project utilizes mentors, tutors, workshops and financial grants to provide students with intensive support to help close the performance gap.

Analysis and Evaluation

Kaua'i CC reviews disaggregated outcome and achievement data at both the program level, if sufficient numbers exist, and institution level to identify performance gaps. Action plans and/or strategies are developed to improve outcomes for underperforming subpopulations, and the results of such efforts are reviewed annually in program reviews and at the UHCC Institutional Performance presentation by the VPCC. Since 2019, the college has exceeded student achievement goals established in the UHCC 2015-21 Strategic Directions for both Native Hawaiian and Pell recipients.

Action Item: During this self-evaluation process, the campus recognized the need to further disaggregate student achievement data at the institutional level. The campus chose a quality focus project that will scale-up data analysis to highlight and resolve large-scale, institution-wide student success issues and barriers that often require disaggregation of data.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

As required by KCCP 1-1 (Administration), all college policies are reviewed at least once every five years to ensure currency with the current mission and strategic imperatives. The unit that administers the policy ensures these reviews are conducted and suggests changes and updates to the College Council, which is the advisory council to the chancellor and has broad representation from units, councils, and labor unions at the college. Resource allocation and institutional planning processes are outlined in KCCP 1-8 (Integrated Planning) and are reviewed at least once every five years.

Faculty Senate (FS) is the shared governance body for academic and faculty issues. Hence, academic policies initiate with this senate per KCCAP 4-17 (Process for New or Modifications to Kaua'i CC Academic Policies). Once approved by FS, the policy is forwarded to the College Council for consideration.

Analysis and Evaluation

Kaua'i CC evaluates policies across all areas of the institution at least once every five years, and practices align with these policies to support the mission of the college. For example, KCCP 1-1 was last reviewed in May 2024, KCCAP 4-17 was last reviewed in May 2024, and the College Council governance structure was reviewed in December 2023 as part of KCCP 1-7 (Establishment of the College Council). Standard IV.A.7 contains more information about the college's processes for evaluating governance processes.

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

Evidence of Meeting the Standard

Kaua'i CC discusses institutional strengths and weaknesses at its semiannual convocations and at College Conversations. Ongoing discussion also happens at the College Council and in campus committee meetings. Areas of institutional strengths and weaknesses are additionally discussed in semiannual meetings led by the VPCC. These areas include UHCC Strategic Directions, achievement metrics for identified subpopulations (see I.B.6), and performance funding metrics.

Programmatic health metrics are provided and discussed within the process of the APRU. All APRUs are posted to the college's Program Review website and UHCC's ARPD site. During the program evaluation process, drafts are reviewed by College Council members from across various campus units. Feedback is uploaded onto a Google drive and shared with the program coordinators to incorporate into their final report. Minutes of meetings where resource requests are prioritized and shared with the council and campus are located in the College Council Google drive.

Analysis and Evaluation

The institution communicates its assessment and evaluation results to foster a shared understanding of its strengths and weaknesses and collectively develop action plans for improvement. The VCAA develops an executive summary where the strengths and weaknesses of each academic program are reported. This report is housed on the public UHCC ARPD website and shared with constituents. Chancellors also share institutional strengths and weaknesses with external stakeholders, such as

Friends of KCC (also, see the report on UH Strategic Directions to Friends of KCC).

9. **The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Kaua'i CC's program review process, detailed in KCCP 1-6 (Review of Established Programs), is an integrated process that includes data review, improvement planning, and resource allocation. Integrated planning at the college is outlined and guided by KCCP 1-8. Long-range planning needs for educational programs and services and for human, physical, technology, and financial resources are addressed by the campus Long Range Development Plan (LRDP) that aligns with the college strategic goals and mission. The LRDP was reviewed during convocation breakout sessions in January 2024.

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

Personnel requests may be included in program reviews but are considered for funding separately. Unit leaders facilitate discussion within their areas of responsibility to produce a ranking of personnel needs. These needs are then brought to the Chancellor's Cabinet for discussion on alignment with the campus staffing plan (based on budget and vacant positions), college mission, available funding, and long-term resource requirements. The resulting proposals are brought to the College Council for information and discussion on fiscal impacts and budgetary recommendations per KCCP 1-7 (Establishment of the College Council).

Analysis and Evaluation

Kaua'i CC addresses short- and long-term needs through a robust program review process that integrates with its mission, strategic plan, and LRDP. External program accreditation as well as community input (e.g. community need surveys) also inform the college's planning processes.

The VCAA developed an Academic Affairs Planning Team in fiscal year 2023 that reviewed personnel requests and made recommendations on faculty hiring prioritization. Other units made requests based on retirements, resignations, or mandated employee ratios (e.g., campus safety) to maintain the functionality of the college. The campus seeks a balance between maintaining sufficient faculty and staff based on current campus need and remaining nimble to develop new programs and initiatives.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Kaua'i CC meets Standard I.B.
Improvement Plan(s)

I.B.6. Action Item: During this self-evaluation process, the campus recognized the need to further disaggregate student achievement data at the institutional level. The campus chose a quality focus project that will scale-up data analysis to highlight and resolve large-scale, institution-wide student success issues and barriers that often require disaggregation of data.

Evidence List

I.B.1-1	KCC Policy 1-7 (College Council)
I.B.1-2	KCC Policy 1-2 (College Conversations)
I.B.1-3	OVPCC Campus Presentation Fall 2022
I.B.1-4	KCC Strategic Plan 2023-2029
I.B.1-5	Kipaipai Program Website (Screenshot)
I.B.1-6	Revised Time blocks Memorandum
I.B.1-7	Student Affairs Registration Event 2023
I.B.1-8	Integrated Student Success Committee College Conversation 2020
I.B.2-1	Program Student Learning Outcomes Assessment Plans with Example
I.B.2-2	Annual Program Review Template 2023
I.B.2-3	Five-year Comprehensive Program Review Calendar
I.B.2-4	KCC Policy 1-6 (Program Review)
I.B.2-5	ACCJC 2022 Midterm Report
I.B.2-6	Closing-the-loop Handout
I.B.3-1	UHCC Policy 4.203 (Institution Set Standards)
I.B.3-2	USDOE Scorecard
I.B.3-3	Institutional Effectiveness Webpage (Screenshot)
I.B.3-4	Institution Set Standards College Conversation 2022
I.B.4-1	Program Student Learning Outcomes Assessment Plans
I.B.4-2	PSLO Dashboard Example
I.B.4-3	Assessment Plan Report Example
I.B.4-4	Welcome Back Week Schedule Fall 2021 (Assessment)
I.B.5-1	Annual Review of Program Data (ARPD) Example
I.B.6-1	Annual Review of Program Data (ARPD) Example
I.B.6-2	VPCC Campus Presentation Fall 2023
I.B.6-3	Learning Lab 2 Presentation (Equity Scorecard)
I.B.6-4	Wai‘ale‘ale Comprehensive Program Review 2023
I.B.7-1	KCC Policy 1-1 (Administration)
I.B.7-2	KCC Policy 1-8 (Integrated Planning)
I.B.7-3	KCC Administrative Procedure 4-17 (Modifications to Academic Policies)
I.B.7-4	KCC Policy 1-7 (College Council)
I.B.8-1	VPCC Campus Presentation Fall 2023
I.B.9-1	KCC Policy 1-6 (Program Review)
I.B.9-2	KCC Policy 1-8 (Integrated Planning)
I.B.9-3	KCC Policy 1-7 (College Council)
I.B.9-4	Academic Affairs Position Prioritization 2023

C. Institutional Integrity

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

Evidence of Meeting the Standard

Each year, units are asked to review the information related to their program that is published in the College Catalog and on the website. This includes curricula, program descriptions, student learning outcomes, available support services, and accreditation status, where applicable. The catalog review process is led by the Office of Institutional Effectiveness and a Catalog Committee with representatives from each major unit on campus.

Kaua'i CC provides information on student achievement to the public through the Institutional Research website and the annual Fact Book, which makes student success data easily accessible across multiple years. In compliance with the Student Right to Know Act of 1990, additional information is provided to students on gender, race/ethnicity, federal grant/loan recipients, persistence rates, and transfer-out rates in the College Catalog and online via the UH Institutional Research Data Access portal.

Analysis and Evaluation

Kaua'i CC has processes in place to review the information provided to its constituents. In 2023, the Office for Institutional Effectiveness initiated an annual website review that is led by the Marketing Office as the webmaster resides there. Each webpage and linked PDFs were sent to the appropriate owner, along with a review form for suggested edits/updates. For efficiency, this process runs simultaneously with the annual catalog review. In 2024, the Webmaster created an online form for website updates, which requires input regarding currency and accuracy.

2. **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (R 20)**

Evidence of Meeting the Standard

Kaua'i CC posts the current College Catalog on its homepage.

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

CATEGORY	ITEM	CATALOG LOCATION (2024/2025)
General Information		
	Official Name, Address(es),	Front cover

	Telephone Number(s), and Website Address of the Institution	
	Educational Mission	pg. 12
	Representation of accredited status with ACCJC and with programmatic accreditors, if any	pg. 8
	Course, Program, and Degree Offerings	Course Descriptions: pgs. 213-391 Programs and degree offerings: pgs. 138-210
	Student Learning Outcomes for Programs and Degrees	Multiple pgs: 138, 144, 150, 156, 161, 164, 167, 170, 173, 179, 185, 189, 193, 194, 196, 197, 198, 199, 201, 203, 205, 206, 210
	Academic Calendar and Program Length	Academic calendar: pg. 5 Program length: 138-210
	Academic Freedom Statement	pg. 88
	Available Student Financial Aid	pg. 47
	Available Learning Resources	pg. 60
	Names and Degrees of Administrators and Faculty	pg. 121
	Names of Governing Board Members	pg. 10
Requirements		
	Admissions	pg. 35, 59
	Student Fees and Other Financial Obligations	Pgs. 49-50
	Degree, Certificates, Graduation and Transfer Major Policies Affecting Students	Degrees and Certificates: 130 Transfer: 119,121 Graduation: 102
Major Policies Affecting Students		

	Academic Regulations, including Academic Honesty	pgs. 87, 117
	Nondiscrimination	pg. 107
	Acceptance and Transfer of Credits	pg. 119
	Transcripts	pg. 119
	Grievance and Complaint Procedures	pg. 105
	Sexual Harassment	pg. 116
	Refund of Fees	pg. 107

The posting of the College Catalog is shared with the campus community through email announcements and a marketing banner on the college's homepage.

Analysis and Evaluation

Kaua'i CC ensures information required in ER20 is accurate and current in the College Catalog by following its established review processes. The college contracts catalog production with Clean Catalog, which uses software to check that components of the online College Catalog are Americans with Disabilities Act (ADA) compliant.

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

Evidence of Meeting the Standard

Kaua'i CC communicates student achievement data to the public in numerous reports posted to the college's website and published in multiple places within the College Catalog. Assessments of program student learning outcomes and student achievement are contained in annual and comprehensive program reviews, and job placement data for CTE programs is provided in ACCJC Annual Accreditation Reports. All of these are posted on the college's Institutional Effectiveness webpage.

Federal data reports including the Integrated Postsecondary Education Data System (IPEDS) and the U.S. Department of Education Scorecard are available to the public on the Institutional Research Factbook webpage, as are graduation and persistence rates. As mentioned in 1.C.1, the college follows Student Right to Know Act requirements by providing information on student achievement to the public in the College Catalog.

Analysis and Evaluation

The institution communicates matters of academic quality to the public and current and prospective students by posting reports and data to the college webpage and in the College Catalog.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

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

To ensure the purpose and expectation of certificates and degrees are clear when initially developed, a Program Action Request Form is reviewed and approved by the division, Assessment Committee, Curriculum Committee, vice chancellor for Academic Affairs (VCAA) and the chancellor.

Analysis and Evaluation

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

The college offers three types of degrees, AA, AS, and AAS, as well as certificates. The purpose of each type is explained in the College Catalog.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Kaua'i CC reviews its established policies at least once every five years, per KCCP 1-1 (Administration), to ensure accuracy, integrity, and currency. Suggested changes are initiated by the appropriate campus unit then discussed at the College Council. According to KCCP 1-7 (Establishment of the College Council), the College Council is charged with reviewing and updating college policies, and updates are a standing item on every semimonthly College Council agenda.

The main college publication is the College Catalog, and it is reviewed annually (see prior standards in 1.C.). Program brochures are becoming obsolete, but when used for marketing events, they are updated and revised by program coordinators within academic divisions to ensure curricula are accurate. Electronic publications are reviewed and updated by site owners annually (see 1.C.1).

Analysis and Evaluation

Kaua'i CC meets this standard by conducting reviews and adhering to its established policies and procedures for publications, policies, and brochures.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

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

A link to the college bookstore is on the website homepage. Students are able to search course textbook options and compare prices when options are available. The STAR GPS registration system contains an identifier for course sections that utilize no-cost resources and for sections that participate in the digital textbook rental program.

Analysis and Evaluation

Kaua'i CC provides sufficient resources for students to estimate the total cost of their education.

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

Evidence of Meeting the Standard

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

Students are provided a Systemwide Code of Conduct that is published on the college's website and provided during New Student Orientation. Faculty are provided additional information on their responsibilities to students regarding the pursuit of learning in the Faculty and Staff Handbook and on the college's policy webpage.

Faculty are also provided details on their specific rights and responsibilities related to academic freedom in the University of Hawai'i and the UH Professional Assembly contract. Faculty are directed to this information by a statement in the online Faculty and Staff Guidebook.

Analysis and Evaluation

Kaua'i CC and the UH System support academic freedom and ensure academic integrity by publishing and following policies on academic responsibilities pertaining to faculty and students.

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

Evidence of Meeting the Standard

The College Catalog contains statements regarding academic honesty and nondiscrimination. Both academic and non-academic grievance procedures are posted on the college website (see catalog table in I.C.2). The Student Support Services webpage includes links to these procedures and to the Systemwide Student Conduct Code, which includes consequences for violations of academic integrity.

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

Analysis and Evaluation

The UH System and Kaua'i CC publish and follow policies and procedures that promote academic integrity and clearly define the consequences for dishonesty for all constituencies.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The UHCC system provides faculty with a Statement on Professional Ethics modeled after the ethics policy of the American Association of University Professors.

Analysis and Evaluation

The college has policies and procedures that provide a framework for objectivity of faculty in their teaching of content.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

This standard does not apply to Kaua'i CC because the college neither requires conformity to a specific code of conduct nor seeks to instill specific beliefs or worldviews.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

This standard does not apply to Kaua'i CC because the college does not operate in foreign locations.

12. **The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Evidence of Meeting the Standard

The institution communicates matters of educational quality and institutional effectiveness via the accreditation website. Kaua'i CC has submitted all annual and midterm reports within the required timelines and publicly shares reports and action letters on the accreditation website.

The college has posted a link for third-party comments on its accreditation website along with the date of the upcoming focused site visit on the accreditation website banner. This information was also shared with the campus and broader community in a newsletter.

Analysis and Evaluation

Kaua'i CC meets all compliance requirements, responds to the Commission when directed to act, and discloses required information to the public.

13. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Evidence of Meeting the Standard

Kaua'i CC has four externally accredited academic programs (Medical Assisting, Culinary Arts, Automotive Mechanics Technology, and Nursing). The college publicizes its institutional and program accreditation status in the College Catalog and on the accreditation website.

Kaua'i CC remains compliant with the regulations of the U.S. Department of Education with regards to accrediting agencies. Institution accreditation status updates and reports are publicly accessible on the Institutional Effectiveness page of the Kaua'i CC website.

Analysis and Evaluation

The college maintains a consistent description of itself to all accrediting agencies and communicates any changes in accredited status on its website and communicates directly with community stakeholders about the status of accredited programs.

14. **The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

Conclusions on Standard I.C: Institutional Integrity

Kaua'i CC meets Standard I.C.

Improvement Plan(s)

None.

Evidence List

I.C.1-1	Catalog Committee Timeline
I.C.1-2	Institutional Research Webpage (Screenshot)
I.C.1-3	Factbook (Screenshot)
I.C.1-4	College Catalog (Average Graduation and Persistence Rates)
I.C.1-5	IRAPO Homepage (Screenshot)
I.C.1-6	Webpage Update Request Form (Screenshot)
I.C.2-1	College Catalog Link from College Homepage (Screenshot)
I.C.2-2	College Catalog Marketing Banner for College Homepage
I.C.3-1	ACCJC Annual Report Links (Screenshot)
I.C.3-2	Factbook (Screenshot)
I.C.3-3	College Catalog (Average Graduation and Persistence Rates)
I.C.4-1	College Catalog (Programs) Screenshot
I.C.4-2	College Catalog (PSLOs Listed) – Natural Sciences
I.C.4-3	Program Action Form (PAR) Example – Creative Media
I.C.4-4	College Catalog (Degrees and Certificates Descriptions)
I.C.5-1	KCC Policy 1-1 (Administration)
I.C.5-2	KCC Policy 1-7 (College Council)
I.C.5-3	College Council Agenda February 2024
I.C.6-1	Net Price Calculator (Screenshot)
I.C.6-2	Textbook Price Compare Website (Screenshot)
I.C.6-3	Website (Consumer Information and Disclosure) Screenshot
I.C.7-1	College Catalog (Academic Freedom) Screenshot
I.C.7-2	UH PPIS Executive Policy 7.208 (Systemwide Student Code of Conduct)
I.C.7-3	Faculty Academic Freedom, Article IX

I.C.7-4	Faculty and Staff Guidebook (Academic Freedom)
I.C.8-1	Academic Grievance Website (Screenshot)
I.C.8-2	Non-Academic Grievance Website (Screenshot)
I.C.8-3	UH PPIS Executive Policy 7.208 (Systemwide Student Code of Conduct)
I.C.8-4	UHCC Policy 5.211 (Professional Ethics – Faculty)
I.C.8-5	UHPA Article XVIII (Disciplinary Actions)
I.C.9-1	UHCC Policy 5.211 (Professional Ethics – Faculty)
I.C.9-2	AAUP Statement on Professional Ethics
I.C.12-1	Accreditation Webpage with Site Visit Date
I.C.12-2	Sept. 16 Ku'i Ka Lono (newsletter)
I.C.13-1	Medical Assisting Program (Accreditation Letter)
I.C.13-2	Culinary Arts Program (Accreditation Letter)
I.C.13-3	Automotive Mechanics Technology Program (Accreditation Letter)
I.C.13-4	Nursing Program (Accreditation Certificate)
I.C.13-5	College Catalog (Accreditation Page)
I.C.13-6	About KCC Webpage (Accreditations; Screenshot)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs, regardless of means of delivery, adhere to §HRS Section 304A-102, the state statute that ensures that programs are appropriate to higher education. Program student learning outcomes (PSLOs) have been identified for all programs, and program proposals are reviewed for consistency with the campus and system missions per section III.G.2 of EP 5.201 and section III.A.1 of UHCCP 5.203. All instructional programs are developed for students to earn a certificate or associate degree for employment and/or transfer to a four-year university, as described in section III.B.2 of UHCCP 5.203.

Kaua‘i CC demonstrates achievement of degrees, certificates, or transfer using Institution-Set Standards, which are developed for all UHCCs via UHCCP 4.203. Employment outcomes for certain CTE programs are evaluated annually using the UHCC Annual Report of Program Data (ARPD).

Analysis and Evaluation

The processes for curriculum development and program review provide the framework for the college to ensure all instructional programs are consistent with its mission and appropriate for higher education. Program SLOs can be found on the individual program pages on Kaua‘i CC’s website (e.g., the Accounting program).

Beginning in fall 2023, Kaua‘i CC sought stronger discussion in the program review process on how each program supports the college mission. Accordingly, the college requested a change in the UHCC program review template to guide programs to achieve this improvement.

2. **Faculty, including full time, part time, and adjunct faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

Every course offered at Kaua‘i CC is reviewed by the Curriculum Committee, a subcommittee of the Faculty Senate, which sets acceptable standards of rigor and ensures consistency with other higher education institutions (per KCCAP 4-12). All faculty, including lecturers, must submit a copy of their course syllabus to Academic Affairs at the beginning of each semester, as described in II.A.3. Syllabus submission serves as a check to ensure that each course section aligns with the approved curriculum and SLOs. Additionally, each CTE program has a systemwide UHCC Program Coordinating Committee (PCC), which strives to meet annually to review course content at each campus to ensure currency across curricula. As described in II.A.16, each CTE program also has an advisory board that meets every academic year to review student outcome data and ensure programs remain relevant to industry standards.

All academic programs and student service programs are reviewed annually and also undergo a five-year comprehensive review as prescribed in KCCP 1-6 (Review of Established Programs) and UHCCP 5.202 (Review of Established Programs), to examine program learning outcomes, assess student achievement, and develop action plans for continuous improvement. Action plans may include course revision, development of support services, and/or updating course materials and/or equipment. Student achievement data are annually provided by the UHCC system (ARPD) and EP 5.201 (Approval of New Academic Programs and Review of Provisional Academic Programs) details review of academic programs based on level of student achievement. Annually, the VCAA completes a justification report on programs with a low number of degrees and certificates awarded, and the report goes through the president’s office to the BOR.

Analysis and Evaluation

All faculty adhere to both the UHCCP 5.211 (Statement on Professional Ethics*)* policy, which sets forth expectations for professionalism and academic integrity and UHCCP 5.202 (Review of Established Programs), which requires continuous improvement of courses and programs as a faculty responsibility. Consequently, faculty are engaged in continuous processes of assessment and curriculum review at both the course and program level. The Curriculum Committee's membership consists of faculty from all academic divisions per the committee's charter.

Lecturers participate in several ways, including the ability to implement curriculum changes. For example, a lecturer made new course proposals for ART 175 and 176 (Study of Global Art I and II) that are under current review by the Curriculum Committee. Lecturers also discuss course changes for improvement with program coordinators, for example changes in HAW 221 and 222 were initiated by the lecturer teaching these courses and ultimately proposed by the Hawaiian Studies program coordinator.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Each program has developed a five-year assessment plan for program learning outcomes that is reported in both the annual and the five-year cumulative program review process, per KCCP 1-6 (Review of Established Programs).

Every course offered at the college has a course outline containing its student learning outcomes, which has been reviewed and approved by both the Assessment and Curriculum Committees. Course syllabi are distributed to students in each course at the beginning of the term and are required to contain common elements, including the approved SLOs, as indicated on the faculty course syllabus template. Assessment of course SLOs is expected of all faculty and a discussion of assessment is required as part of the contract renewal and tenure and promotion process per KCCP 4-13 (Faculty Evaluations Reference Guide, section 3.D.).

Analysis and Evaluation

Curricular information for Kaua'i CC 's courses and programs, including SLOs, are contained in course outlines and program action requests (PAR). Program and division faculty submit course outlines and PARs to the Assessment and Curriculum Committees, which evaluate, critique, and approve them according to the college's curriculum policies and procedures (KCCP 1-6 and KCCAP 4-12).

The Academic Affairs (AA) Office sends a course syllabus reminder to instructional faculty prior to the start of each semester. Faculty submit syllabi to the AA Office and to provide a copy to each student. The AA Office reviews syllabi to verify that the course SLOs listed match those from the approved course outline.

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

advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The college uses a numbering system following UHCCP 5.300 (Course Numbering Convention), to distinguish between pre-collegiate level courses (i.e., course numbers less than 100) and college level courses (i.e., course numbers 100 or greater).

The college offers corequisite models for English and mathematics, per UHCCP 5.213 (Time to Degree: Co-requisite). These models support successful and timely completion of a college-level course by creating a pathway to a college-level course by requiring no more than one pre-collegiate course. Many students who previously would have been placed in pre-collegiate courses now enroll in a college-level course paired with a companion course. The companion course provides direct support to the student for success in the paired college-level course. The college has also successfully used a model that combines two, eight-week sequential courses to allow students the opportunity to complete a pre-collegiate and subsequent college-level course within the same semester as another means of fostering velocity to degree completion.

Analysis and Evaluation

Pre-collegiate courses are identifiable by their number and were developed to prepare students for college-level courses. An example is MATH 75X, which is designed to prepare students for college-level non-STEM pathway math courses. The success of the college's pre-collegiate strategies is evidenced by math and English ARPD provided annually.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

Kaua'i CC's programs adhere to §HRS Section 304A-102, which states, "The standard of instruction shall be equal to that given and required in similar universities on the mainland United States." The UHCC System has policies that align with common standards in higher education. Program length and minimum course GPAs are detailed in UHCCP 5.203. In summary, each program must be approved by the BOR; students must earn at least a 2.0 GPA in each program course; and degree and certificate programs have a set number of credit hours (e.g., minimum 60 credit hours for an associate's degree, between 24 and 51 credit hours for a certificate of achievement, and between four and 24 credit hours for a certificate of competence). This policy states that the chancellor is responsible for ensuring "high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials."

Course sequencing tables are created when a new program is developed or a current program is revised, and are reviewed for appropriateness by the Curriculum Committee. All degree programs are also required to have a general education component, per UHCCP 5.200.

Analysis and Evaluation

The college offers degrees and certificates that adhere to practices common to higher education.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Plans for course sequencing begin with the initial program proposal. The Program Action Request (PAR) requires the proposer to complete a suggested plan of courses for students to complete the degree or certificate based on full-time status. For existing programs, Guided Pathways to Completion are provided for each program on the college website and courses are scheduled in alignment with these pathways.

Analysis and Evaluation

All associate degree programs can be completed within the anticipated two years from acceptance and all certificates can be obtained within the time frame identified which is either one, two, or three semesters. In early spring, the college schedules courses for the entire following academic year. The Student Affairs and Academic Affairs units collaborate to build the schedule, relying on enrollment data and course sequencing developed in PARs.

To better serve the college's large part-time student population, every non-cohorted program developed a part-time schedule in spring 2022. The part-time schedules provide appropriate course sequencing for part-time students and improve time-to-degree. These schedules are posted on each program's website.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Kaua'i CC has demonstrated its commitment to equity and the changing needs of students by expanding distance education offerings and modes of delivery, improving course scheduling, developing part-time course sequencing for non-cohorted programs, creating and implementing an equity dashboard, and expanding early college course offerings to better serve underrepresented populations.

Prior to spring 2020, few classes were offered in either hybrid or online modalities. Largely in response to the COVID-19 pandemic, the college rapidly developed new course modalities to allow continued and expanded access to courses with less need for face-to-face interaction (American Association of Community Colleges (AACC) presentation, slide 34). These include here-or-there, hyflex, flexible synchronous, and variable online modalities as well as increased use of the more traditional hybrid, synchronous online, and asynchronous online modalities. Multiple modalities continue to be offered to improve access to students who would not otherwise be able to attend on a largely face-to-face basis.

Faculty were rapidly oriented to distance education through focused and accelerated professional development (see Standard III.C.4 for additional information).
Established programs follow the UH Distance Delivery Approval process to be considered a distance education program. The process requires the division to complete a UH Online and Hybrid Program Recognition Form. This form certifies that the program follows the Online and Hybrid Program Recognition Guidelines, which include student identity verification, professional development for program faculty, assessment for continuous improvement, and information disclosure for prospective students. After approval, a substantive change request is submitted to ACCJC. New programs follow this process after completing the new Program Action Request (PAR) process. Online courses follow requirements outlined in the Distance Education Faculty Handbook, which includes regular and substantive interaction (p. 14).

The college received an APIA Scholars Grant to further improve student scheduling, especially for Native Hawaiian and Pacific Islander (NHPI) students. In support of a strategic plan priority, the college sought and received another APIA Scholars action research award in the fall of 2023 to create a transparent Kaua‘i CC Equity Dashboard that will be implemented to substantively amplify consciousness of, accountability for, and a reduction of NHPI student equity gaps. By improving upon how NHPI disaggregated data are visualized and used, the Kaua‘i CC Equity Dashboard facilitates the identification of key performance indicators (KPIs) and actionable interventions for NHPI student outcome improvements. In the spring of 2024 through college-wide data disaggregation activities, eight KPIs were identified for accountability via the Equity Dashboard. The project has begun engaging stakeholders in focus groups for examining actionable interventions. For example, the project met with college constituents, Hawai‘i P-20 and Kaua‘i DOE high schools, to find ways to ensure more NHPI students are enrolled in Early College (EC) classes since data show access to dual enrollment courses leads to increased college enrollment, retention, and completion rates for participants. This interaction also led to a collaboration with P-20 to gather survey and focus group data from Kaua‘i EC students to learn more about this population’s needs.

Analysis and Evaluation

Data from a spring 2022 survey indicated that 45 percent of 309 student respondents prefer online synchronous and asynchronous offerings, 11 percent prefer hybrid, and another 11 percent prefer “here-or-there,” which is a blended synchronous modality. Thirty-three percent of respondents, many from hands-on CTE programs, preferred face-to-face courses. Consequently, hybrid and DE offerings continue to feature heavily in program scheduling. However, many CTE programs, such as Nursing, have competencies that are unable to be demonstrated remotely and remain face-to-face.

Each year as part of the Annual Review of Program Data Report, programs are provided distance indicator metrics that include the number of distance education courses taught, enrollments, fill rates, successful completion rates, withdrawals, and fall-to-spring persistence. These metrics are reviewed and discussed annually for improvement of distance education.

Dual credit Early College offerings have been shown to increase the rate of socioeconomically challenged and NHPI students going to college, persisting in college, and graduating from college. The college has continued to emphasize these offerings and targeted them more intentionally to maximize the benefit for these groups of students. Results of these efforts were presented at the AACC Workforce Development Institute in January 2023.

Student support services are reviewed through the Annual Program Review process to identify areas for improvement and expansion. The college currently provides embedded tutoring, virtual support (e.g., counseling, library services, and tutoring), mandatory orientation (face-to-face and virtual), and a First-Year Experience program (see Standards II.B.1, II.C.1, and II.C.3 for details). We attribute these services to helping students pivot and be successful in distance education because fall 2018 to spring 2021 distance education indicator data revealed an overall success rate of 75 percent compared to 83 percent for face-to-face students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Kaua'i CC does not offer department-wide course or program examinations. The college does have a robust process, published in the College Catalog, for assessing prior learning and awarding credit, falling under UHCCP 5.302 (Prior Learning Assessment Program), the system policy on Prior Learning Assessment (PLA), and KCCPAP 4-16 (Prior Learning Assessment). These policies dictate that prior learning assessments are designed to determine whether the student meets the learning outcomes for the course in order to receive credit.

Analysis and Evaluation

Appropriate policies and procedures are in place to enhance reliability of PLAs for awarding college credit. The college does not offer department-wide course or program examinations.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Units of credit are consistent with the federal definition of a credit hour (34 CFR 600.2) and system policies [e.g., UHCCP 5.203 (Program Credentials: Degree and Certificates) and UHCCP 5.228 (Credit Hour)], which both define a credit hour as the Carnegie Unit standard. Each credit hour requires one hour of in-class instruction and a minimum of two hours of out-of-class study each week for approximately fifteen weeks (e.g., forty-five minimum hours for each credit hour) or the equivalent for shorter-term course offerings. In general, this reflects the minimum amount of work required for a student to achieve the intended student learning outcomes. The college does not offer any clock hour courses or programs.

Grades in courses are required to be assigned based on attainment of student learning outcomes, per KCCAP 4-15 (Assigning Course Grades). As mentioned in II.A.8, credit awarded by PLA is also based on the approved student learning outcomes for the course.

Analysis and Evaluation

Kaua'i CC awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that comply with federal requirements and generally accepted standards in higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Transfer and articulation among UH colleges and universities is defined in EP 5.209 (Student Transfer and Inter-Campus Articulation). UHCC also has a common course numbering policy (UHCCP 5.301 (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. When a new course is created, faculty either assign an existing UH System course number or develop articulation agreements with institutions throughout the system to ensure appropriate transfer of the course.

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

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

The UH System maintains a list of articulation agreements on its Academic Affairs, Policy, and Planning website. UH institutions also highlight current articulations on their websites (e.g., University of Hawai'i-West O'ahu). Within the articulation agreement process, template forms are provided for new program agreements.

Analysis and Evaluation

The UH policies RP 5.214 (Student and Credit Transfer) and EP 5.209 (Student Transfer and Inter-campus Articulation) require system institutions to provide students with a smooth, transparent transfer process. Common course numbering makes transfer of such courses highly transparent, and tools, such as STAR, are available for students to anticipate how courses will transfer. Kaua'i CC certifies that the learning outcomes for incoming transfer courses are comparable to its own and develops articulation agreements when appropriate.

There are several other initiatives to facilitate the transfer experience for students, such as reverse transfer (UHCCP 5.206). In addition, the three UH universities have developed standard transfer processes (e.g., 24+ transfer hours) and automatic admissions processes that allow students to easily transfer from a community college to a four-year university. The college also participates in a collaborative network of faculty, staff, and administrators to provide a seamless and equitable transfer process and increase transfer rates from community colleges to baccalaureate institutions.

In December of 2023, the campus began the development of a transfer center and expanded the duties of the support specialist for the UH Center Kaua'i to oversee and manage the articulation process. This improvement resulted in an inventory of current articulation agreements made available to counselors and a point-of-contact for individuals interested in developing new articulation agreements.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Kaua'i CC programs have SLOs which are reviewed for appropriateness by the offering division, Assessment Committee, Curriculum Committee, VCAA, and chancellor. Career Technical Education programs receive input on the relevance of their SLOs from their advisory boards, which include industry leaders in employment areas related to the program. Each degree program has at least one program SLO (PSLO) that addresses each of the competency areas of this standard, per RP 5.213 (General Education) and UHCCP 5.200 (General Education in All Degree Programs).

Analysis and Evaluation

Every academic program develops its specific SLOs to meet industry and professional competencies as well as to meet policy guidelines and accreditation standards. For most of Kaua'i CC's programs, the Outcome Themes are met through SLOs in courses within each program's major courses or through required general education courses. Every PSLO is required to be assessed, in keeping with their established schedule, and outcomes and any action plans for improvement are reported in their program review.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The inclusion of a component of general education in all degree programs offered by the institution is addressed in UH policy RP 5.213 (General Education) and UHCC policies UHCCP 5.200 (General Education in All Degree Programs) and UHCCP 5.203 (Program Credentials Degree and Certificate). These policies collectively ensure that the institution provides an environment that enhances student understanding and appreciation of diversity and that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students.

Kaua'i CC's Institutional Student Learning Outcomes (ISLOs) consist of the general education outcomes expected for all degree graduates. The college's philosophy for general education is found in the College Catalog along with the ISLOs.

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

Analysis and Evaluation

Kaua'i CC's nine ISLOs stand as the pillars of its general education philosophy. All associate degree programs are designed for students to meet these outcomes. In most degree programs, all institutional outcomes are met as part of the program's identified SLOs. In the remaining cases, some institutional outcomes are met through a major or general education course that is required for the program. Each program maps program outcomes with institutional outcomes as well as the exceptions, where a course rather than a program outcome is used to ensure the given institutional outcome is met. Inclusion of courses in general education is handled as part of the curriculum process, which is driven by faculty experts.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Per UHCCP 5.200 (General Education in all Degree Programs) and UHCCP 5.203 (Program Credentials Degree and Certificate), all programs are required to concentrate study in at least one area of inquiry or in an established interdisciplinary core. Each associate degree program at the college contains a core group of UHCCP 5.200 courses that provide emphasis on the designated area of study, including liberal arts, which has an established interdisciplinary core that is common to the notion of a liberal arts education. For CTE programs, advisory boards review and make recommendations about programs and courses in the focused study area regarding the relevance to their respective industry. For example, the Medical Assisting program proposed an associate of science degree in response to

recommendations by its advisory board (however, the proposal was denied at the UHCC system level).

Analysis and Evaluation

Kaua'i CC's academic programs include either a core area of emphasis or an established interdisciplinary core based on the intended outcomes for graduates of the program. Mastery of a competency is documented in the Assessment Plan Template. Medical Assisting, for example, indicates where the program introduces and reinforces the competency and also where the student masters it.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

According to UHCC policy, "students completing career and technical education degrees will have demonstrated technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification as appropriate to the area" (UHCCP 5.200 III.E.4).

The college's CTE programs have advisory boards made up of industry leaders that advise on technical, professional, and industry/employment standards. Licensure and certification pass rates are tracked by each program and are also reported annually to ACCJC.

Four of the college's CTE programs are currently externally accredited and two programs (Early Childhood Education and Carpentry) are undergoing the process to obtain programmatic accreditation. Maintaining and obtaining accreditation for these programs is goal I.1. of the Academic Affairs unit's five-year plan, Ka Papa Hana Holomua: 2021-26.

Analysis and Evaluation

Kaua'i's CTE programs maintain currency and relevance by consulting with advisory boards, tracking licensure pass rates, and analyzing their Annual Review of Program Data (ARPD), which includes workforce dashboards that track employment opportunities, placement of former students in the workforce, and salary information based on years after graduation.

Healthcare programs that require licensure for employment take specific targeted steps to prepare students for licensure examinations. For example, the Medical Assisting program has a dedicated course, MEDA 205, to prepare students for the exam, and the Nursing program embeds NCLEX course preparation throughout the curricula. In the NURS 360 course, which is taught in the last semester of the program, students participate in the ATI capstone review and mandatory three-day live review for NCLEX prep. This course accounts for 15 percent of the students' final grade.

Several CTE programs deploy employer surveys. The Automotive Mechanics Technology program uses these to fulfill accreditation requirements and the Business program uses their survey to ensure graduates meet employer needs.

15. When programs are eliminated or program requirements are significantly changed, the institution

makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Kaua'i CC follows UH policies RP 5.201 (Instructional Programs) and EP 5.201 (Approval of New Academic Programs and Review of Provisional Academic Programs, section III.J.3) that require community colleges to offer coursework to current students for up to two years to complete program requirements. In KCCP 4-19 (Student Completion of a Terminated Academic Program), campus-specific teach-out plan requirements and procedures are detailed. When a program undergoes significant changes, the college allows students that stay continuously enrolled to graduate either under the original program curriculum or the modified one.

Analysis and Evaluation

Kaua'i CC honors its commitments to students who are enrolled in programs that are terminated or undergo major curricular change as described above. Prior to the beginning of this accreditation cycle, the Business Technology program was terminated and was taught out for its remaining enrolled students. During this cycle, only the Plant Biology and Tropical Agriculture program was terminated. A teach-out plan was not required as the program had no majors. Several smaller certificates were stopped out or terminated and are listed in the Academic Affairs plan Ka Papa Hana Holomua: 2021-26. All terminations followed aforementioned policies and requirements.

16. **The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

Some of the main drivers of quality improvement of the college's instructional programs are program review, course curriculum review (five-year cycle), CTE advisory boards, and external program accreditation. Program reviews focus on demand, efficiency, and effectiveness metrics; they further require the discussion and analysis of PSLO outcomes according to the program's assessment plan and the development of action plans for improvement. Action plans require alignment with the college's strategic plan and any fiscal resources needed to fulfill the action plans must be detailed. Comprehensive program reviews (CPRs), which occur every five years, are where longer-term program planning occurs.

The college uses various modes of distance education as a delivery method for courses. The mode of offering is not an inherent characteristic of the course curriculum. Therefore, courses offered over distance are subject to the same continuous improvement process as all courses. In addition, the college has a Distance Learning Committee that exists to ensure and improve the quality of its distance education and maintains the Distance Education Faculty Handbook. This handbook, which is periodically updated by the Distance Learning Committee, provides guidance to faculty on the college's expectations for distance learning offerings and keeps faculty informed of current best practices in distance education.

Non-credit community education courses are offered through the Office of Continuing Education and Training (OCET). OCET meets regularly with industry, community partners, and vocational agencies to ensure that courses offered are current and relevant to community needs. OCET also surveys students to verify that the course meets their needs, and OCET coordinators meet with instructors to review course curriculum and make revisions where necessary. For example, in its 2022 Comprehensive Program Review (p. 11), OCET identified the need to embed workplace readiness "soft skills" into all of its curricula.

Analysis and Evaluation

Major components of the five-year comprehensive review are evidenced in the 2020 Early Childhood Education CPR. These include documentation of the review of program curriculum, PSLO assessment per the five-year plan, and long-term goals for the program that support the strategic plan of the college.

An example of program changes emerging out of program review is from Hawaiian Studies. In 2021, the program had a goal to increase the number of students enrolled in the second year Hawaiian language classes (Priority Goal 1; Goals 2-4). The program faculty and staff continued to work with advisors and first-year language students to promote language classes. First-year language students were offered additional services (tutoring, summer meet-ups, etc.) to increase their success rates. In this program's 2022 program review, results were reported. Enrollment in the second-year Hawaiian language classes remained steady and fall-to-spring retention increased, resulting in a somewhat larger HAW 201 and HAW 202 enrollment because the first-year courses funnel into these classes.

Conclusions on Standard II.A: Instructional Programs

Kaua'i CC meets Standard II.A.

Improvement Plan(s)

None.

Evidence List

II.A.1-1	HRS Section 304A-102 (University Purpose)
II.A.1-2	UH Executive Policy 5.201 (New and Revised Programs)
II.A.1-3	UHCC Policy 5.203 (Program Credentials)
II.A.1-4	Institution Set Standards (Outcomes)
II.A.1-5	ARPD Workforce Data Example (Nursing)
II.A.1-6	Provisional to Established Program Request (Creative Media)
II.A.1-7	PSLOs on Website Screenshot (Accounting)
II.A.2-1	KCC Policy 4-12 (Credit Courses)
II.A.2-2	KCC Policy 1-6 (Program Review)
II.A.2-3	UHCC Policy 5.202 (Review of Established Programs)
II.A.2-4	ARPD Procedures, Components, and Measures (Instructional Programs)
II.A.2-5	UH Executive Policy 5.201 (Approval of New Academic Programs)
II.A.2-6	UHCC Policy 5.211 (Professional Ethics – Faculty)
II.A.2-7	Curriculum Committee Charter 2022

II.A.3-1	KCC Policy 1-6 (Program Review)
II.A.3-2	Faculty Course Syllabus Template
II.A.3-3	KCC Policy 4-13 (Faculty Evaluations)
II.A.4-1	UHCC Policy 5.300 (Course Numbering)
II.A.4-2	UHCC Policy 5.213 (Co-requisites)
II.A.4-3	Math ARPD 2022
II.A.4-4	English ARPD 2022
II.A.5-1	HRS Section 304A-102 (University Purpose)
II.A.5-2	UHCC Policy 5.203 (Program Credentials)
II.A.5-3	UHCC Policy 5.200 (General Education)
II.A.6-1	Guided Pathways to Completion Example (Carpentry; Screenshot)
II.A.6-2	Part-Time Schedule Example (Business)
II.A.7-1	Standard Time Block Schedule Memo
II.A.7-2	Part-Time Schedule Example (Business)
II.A.7-3	IRAPO Report – Course Modality
II.A.7-4	AACC Scheduling for Success Presentation
II.A.7-5	UH Fully Online Program Request Form
II.A.7-6	UH Online and Hybrid Program Recognition Guidelines
II.A.7-7	Distance Education Faculty Handbook
II.A.7-8	AIPA Scholars Grant 2023
II.A.7-9	ARPD (Distance Indicators) Example – Liberal Arts
II.A.7-10	AACC Workforce Development Institute 2023 Presentation
II.A.7-11	Student Services Annual Program Review Example (Tutoring)
II.A.8-1	UHCC Policy 5.302 (Prior Learning Assessment)
II.A.8-2	KCC Administrative Procedure 4-16 (Prior Learning Assessment)
II.A.8-3	College Catalog (Prior Learning Assessment)
II.A.9-1	UHCC Policy 5.203 (Program Credentials)
II.A.9-2	UHCC Policy 5.228 (Credit Hour)
II.A.9-3	KCC Administrative Procedure 4-15 (Assigning Grades)
II.A.10-1	Executive Policy 5.209 (Transfer and Inter-campus Articulations)
II.A.10-2	UHCC Policy 5.301 (Common Course Numbering)
II.A.10-3	Articulation and Transfer UH System Website (Screenshot)
II.A.10-4	Degrees and Programs Database (Screenshot)
II.A.10-5	Course Transfer Database (Screenshot)
II.A.10-6	College Catalog (Transfer Information)
II.A.10-7	Transfer Credit Evaluation Form
II.A.10-8	UH Program Articulation Agreements Webpage (Screenshot)
II.A.10-9	UHWO – KauCC Articulation Agreements (Screenshot)
II.A.10-10	UH Articulation Agreement - 2+2 Pathway
II.A.10-11	RP 5.214 (Student and Credit Transfer)
II.A.10-12	EP 5.209 (Student Transfer and Inter-campus Articulation)
II.A.10-13	UHCC Policy 5.206 (Reverse Transfer)
II.A.10-14	UH System Transfer Website (Screenshot)
II.A.10-15	UH Program Articulation Agreements Webpage (screenshot)
II.A.11-1	RP 5.213 (General Education)
II.A.11-2	UHCC Policy 5.200 (General Education in All Degree Programs)
II.A.11-3	Outcome Themes (PSLO Mapping)
II.A.12-1	RP 5.213 (General Education)

II.A.12-2 UHCC Policy 5.200 (General Education in All Degree Programs)
II.A.12-3 UHCC Policy 5.203 (Program Credentials)
II.A.12-4 College Catalog (ISLOs and General Education)
II.A.12-5 Program Action Request (PAR) Example – Creative Media
II.A.12-6 PSLO-ISLO Mapping
II.A.13-1 UHCC Policy 5.200 (General Education in All Degree Programs)
II.A.13-2 UHCC Policy 5.203 (Program Credentials)
II.A.13-3 Business Education Division Advisory Board Informational Flyer
II.A.13-4 Medical Assisting Program Assessment Plan
II.A.14-1 UHCC Policy 5.200 (General Education in All Degree Programs)
II.A.14-2 ACCJC Annual Report 2023
II.A.14-3 Accredited Academic Programs (Screenshot)
II.A.14-4 Academic Affairs Plan
II.A.14-5 ARPD Workforce Analytics – Automotive Technology
II.A.14-6 Nursing 360 Course Syllabus
II.A.14-7 Automotive Technology Employment Potential Survey
II.A.14-8 Business Supervisor Evaluation
II.A.15-1 RP 5.201 (Instructional Programs)
II.A.15-2 EP 5.201 (Approval of New and Revision of Provisionary Academic Programs)
II.A.15-3 KCC Policy 4-19 (Student Completion of a Terminated Academic Program)
II.A.15-4 Academic Affairs Plan
II.A.16-1 KCC Policy 1-6 (Review of Established Programs)
II.A.16-2 UHCC Policy 5.202 (Review of Established Programs)
II.A.16-3 Program Learning Outcomes Assessment Plan Example (Early Childhood Education)
II.A.16-4 Distance Education Faculty Handbook
II.A.16-5 Comprehensive Program Review 2022 (Office of Continuing Education)
II.A.16-6 Comprehensive program Review 2020 (Early Childhood Education
II.A.16-7 Annual Program Review Update 2021 (Hawaiian Studies)
II.A.16-8 Annual Program Review Update 2022 (Hawaiian Studies)

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Student Affairs and Academic Affairs units collaborate to provide a variety of integrated student support services that are delivered across multiple modalities. These services include access to library collections, tutoring, testing services, computers, and orientations/trainings for library users and other learning support services.

All students have face-to-face access to the library during state working hours and extended evening hours four days per week. Access to the extensive list of electronic resources is made available around the clock. Instructional videos (e.g., research help videos) on the library website provide guidance on the use of library resources. The library, which is housed in the Learning Resource Center (LRC) building, provides computer workstations on multiple platforms (Mac, PC, and Chromebook) to suit the needs of students in different programs and with different technology backgrounds. Workstations have ZoomText Magnifier/Reader software installed for accessibility. The library also has study cubicles and group study rooms available by reservation. A recent upgrade was the building of a state-of-the-art distance education classroom among the stacks on the second floor. This classroom will provide space for synchronous learning and collaborative work for students enrolled in DE programs at other UH institutions. An IT technician was hired to provide student support.

Student tutoring via the Academic Support Center (ASC) is housed in the Learning Resource Center (LRC) and is staffed by peer tutors, professional tutors, community volunteers, and instructors to support students in various subjects. This center provides one-on-one, group assistance, study groups, remote tutoring via video conference (including evenings & weekends), and round the clock tutoring via Tutor.com.

The Testing Center, located within the One Stop Center, provides proctoring services for UH as well as non-UH students, credit-by-exam students, and Kaua'i professionals. Remote proctoring is available via a request form that follows distance learning proctoring services guidelines. This service was piloted during the COVID-19 pandemic and has become institutionalized. The Testing Center also provides testing accommodations for students with disabilities.

Analysis and Evaluation

Like other programs at Kaua'i CC, all student support services are reviewed as part of the annual and comprehensive program review per UHCCP 5.202 (Review of Established Programs), Attachment 2 (e.g., Academic Support Services). Third-party surveys, such as the Community College Survey of Student Engagement (CCSSE), and student evaluations of tutors and testing services include student feedback in the evaluation process.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

One faculty member from each academic division serves on the Library Advisory Committee, which allows faculty to provide input regarding resource needs for students. All faculty are strongly encouraged to participate in the book (electronic & print) selection process by reviewing new titles in GOBI(R) alerts. Recommendations for book purchases can be marked on the GOBI(R) alerts and will be routed back to the head librarian as recommended purchases. In addition, the library regularly receives individual requests for purchases of books, DVDs, streaming videos, and e-resources. Purchases adhere to UH purchasing policies and KCCP 4-4 (Library Materials Selection).

Analysis and Evaluation

During the COVID-19 pandemic, advisors and faculty indicated that many students did not possess computers adequate for success in their courses. In response, the college purchased additional laptop computers and Chromebooks for students to check out for the semester. Loanable technology, such as these Chromebooks and laptops, is managed by tracking software to ensure that these UH resources are responsibly managed. This program has been very successful (168 computers are available for semester-long loan) in enabling students who do not have access to a computer to succeed in Kaua'i CC courses. In the fall of 2023, 94 percent were assigned to students for a semester-long loan, and in the spring of 2024, 86 percent were assigned to students for a semester-long loan.

Another example of campus collaboration is the replacement of library furniture from a federal Title III grant to create a modern teaching and learning environment as recommended in the University of Hawai'i Community Colleges Strategic Directions 2015-21. In order to best use this funding opportunity, Kaua'i CC contracted with the University of Hawai'i Community Design Center to provide consulting services on furniture selection to best fit the existing space (memorandum of understanding). This process involved consultation from their design team, student focus groups, faculty, staff, and community members.

Requests for equipment to support unique student needs are done through conversations between academic support and appropriate student support personnel. For example, based on input from the disability services coordinator, several computers in the library had software installed to increase text readability for students with vision impairments.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library and other learning support services, such as testing services and tutoring, are evaluated through the program review process. Each service unit has defined metrics and service outcomes that are analyzed. Data analyzed in the program review process include statistics on use of resources by students and staff, surveys (i.e., satisfaction and institutional), and assessment of program service outcomes. All units develop action plans based on their metrics and outcomes to improve services as needed.

Analysis and Evaluation

Examples of recent action plans resulting from the program review process include:

1) increasing the number of tutoring hours by 2 percent each year from 190 hours for this reporting year [this was achieved by increasing ASC visibility by offering teaching faculty class visits at least twice during each semester, scheduling math study groups for each math class at the 140 level and below, establishing a tutoring club with at least 20 recruited student members, creating a video promoting services provided by the ASC, utilizing more peer tutors, and proposing a tutoring referral process to math instructors (2022 APRU, p. 10)];
2) upgrading software in the Testing Center to allow for the administration of current versions of tests (2019 APRU p. 11); and

3) implementing online library instruction (2020 APRU, p. 8).

All faculty were surveyed and asked if specific student service programs contributed to the academic success of students. One-hundred percent of faculty strongly agreed or agreed that Admissions, Disability Services, Financial Aid, Veteran's Services and both Wai'ale'ale and Kipaipai contributed to the success of students. Ninety-two percent of faculty strongly agreed or agreed that both Counseling and Advising and Mental Health Support Services contributed to student academic success, whereas 96 percent of faculty agreed that the library contributed to student academic success.

Action Plan: The library has not administered a student survey since the COVID -19 pandemic began. The library will update its student survey and begin re-administering it annually beginning in fall 2024. Findings will be reported in the library's 2025 program review.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Within the UH Libraries System, there are Intrasystem Loan and Lending Policies in which the various campuses agree to share resources. Kaua'i CC also has service agreements with vendors that provide learning support services. These include many of the library's e-resources such as EBSCO products, Encyclopedia Britannica, ProQuest products, Science Direct, and CQ Researcher. These services are communicated to students during information literacy workshops and by instructional faculty in their curriculum. Access to these services is provided via the library website. New agreements are presented in the program review process and supported by data and a budget request.

Kaua'i CC contracts with Tutor.com to provide around-the-clock tutoring to students online, and the college tracks usage and student satisfaction for this service. The ASC coordinator communicates with faculty about the quality of the services, and transcripts from the services are available for faculty to review for quality.

Analysis and Evaluation

The college has consortia agreements with the UH System, Hawai'i State Library System, and vendors such as Britannica and EBSCO, to provide library and learning support for instructional programs and to provide services and products not available from the college, per AP 8.230 (Contracting for Services) and RP 8.200 (Policy on Contracts and Signing Authority). Evidence is collected and evaluated annually in the program review process to ensure these services are valuable, accessible, and used by students.

Conclusions on Standard II.B: Library and Learning Support Services

Kaua‘i CC meets Standard II.B.

Improvement Plan(s)

II.B.3. The library has not administered a student survey since the COVID-19 pandemic began. The library will update its student survey and begin re-administering it annually beginning in fall 2024. Findings will be reported in the library's 2025 program review.

Evidence List

II.B.1-1	Library Services and Hours of Operations (Website Screenshot)
II.B.1-2	Library Databases
II.B.1-3	Research Help Videos (Screenshot)
II.B.1-4	Proctoring Request Form
II.B.1-5	Proctoring Services Guidelines
II.B.1-6	UHCC Policy 5.202 (Review of Established Programs)
II.B.1-7	UHCC Policy 5.202 Attachment 2 (Academic Support Services)
II.B.1-8	CCSSE 2022 Executive Summary
II.B.1-9	Student Evaluations (Tutors)
II.B.1-10	Student Evaluations (Testing Services)
II.B.2-1	Library Advisory Committee Meeting Minutes (Spring 2023)
II.B.2-2	KCC Policy 4-4 (Library Materials Selection)
II.B.2-3	UHCC Strategic Directions 2015-2021
II.B.2-4	Library - UH Community Design Center MOA
II.B.3-1	Annual Program Review Update 2020 (Library)
II.B.3-2	Annual Program Review Update 2020 (Testing Services)
II.B.3-3	Annual Program Review Update 2022 (Tutoring)
II.B.3-4	Student Evaluations (Tutors)
II.B.3-5	Student Affairs Survey 2023 – Student Responses
II.B.3-6	Annual Program Review Update 2022 (Tutoring)
II.B.3-7	Annual Review of Program Update 2019 (Testing Services)
II.B.3-8	Annual Review of program Update 2020 (Library)
II.B.4-1	Intrasystem Library Loan Program
II.B.4-2	Intrasystem Library Lending Policies
II.B.4-3	Tutor.com
II.B.4-4	Library Vendor Agreements (Britannica)
II.B.4-5	Library Vendor Agreements (Ebsco)
II.B.4-6	UH PPIS - AP 8.230 (Contracting for Services)
II.B.4-7	UH PPIS - RP 8.200 (Policy on Contracts and Signing Authority)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Kaua‘i CC evaluates its student support services (Hale Mālama, disability services, veterans' services,

career services, admissions and records, counseling and advising, and financial aid) through the annual and five-year comprehensive program review process, discussed in detail in Standard I.A.2. All student support programs are required to collect and review data as well as discuss how they align with the ccollege's mission, UH Imperatives, and the college's Strategic Goals. Program review data summarizes key information: student feedback, efficiency, demand indicators, effectiveness indicators, and results of surveys. Representatives from Student Support Services convene in Student Affairs meetings to discuss the contents of their program reviews and collaborate in the coming year to implement action plans for continuous improvement.

Analysis and Evaluation

In a recent survey, students were asked if they felt the modality of services, online versus in-person, provided by student support service programs met their needs. One-hundred percent of students strongly agreed or agreed that the modality met their needs for admissions, counseling and advising, disability services, financial aid, library, Hale Mālama (including mental health services), and veterans affairs. Ninety-two percent of students felt that the modality met their needs for student life and tutoring while 89 percent felt that the modality met their needs for the Testing Center.

Even though the response rate was low (N = 34 students), student responses between those who were taking only online classes vs those taking face-to-face classes (which may include both face-to-face and online) were compared. Most notable was that 95% of face-to-face students responded that they are aware of resources to support them as students while only 77% of online students responded favorably to this prompt. Additionally, students were asked if specific student services contributed to their academic success. All students, regardless of the modality of instruction they receive, strongly agreed or agreed that the following services contributed to their academic success: admissions, counseling and advising, disability services, financial aid, library, and food and goods services.

Action Item: Counselors will include online modes of meeting (i.e., Zoom sessions) on their post-counseling survey to compare the quality and satisfaction of different delivery methods beginning fall 2024. Results will be reported in their program reviews beginning academic year 2025-26.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Support service programs at Kaua'i CC have outcomes that are assessed annually in the program review process and as part of the five-year comprehensive review [see KCCP 1-6 (Review of Established Programs)]. Results from assessments are used to develop action plans to strengthen or expand services.

Analysis and Evaluation

The program review process includes analysis of data for continuous improvement of student support services to assist students in achieving their academic goals. During this ISER review cycle, some units revised their outcomes and metrics to provide a better assessment of their services. Examples of these programs include Mental Health Services (pg. 7) and Counseling and Advising (pg. 7).

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Kaua‘i CC offers comprehensive student support services which are available in-person or remotely.

Core Service	Access Methods
Admissions and Records	Students can apply and register online or in-person at Kaua‘i CC or at local Department of Education (DOE) High Schools during scheduled weekday and evening events. Additional events are offered during evening hours at the college for in person registration.
Financial Aid	Students can apply online or in-person at the college or at local DOE High Schools during scheduled weekday and evening events. Additional events are offered during evening hours at the college for in person registration.
Counseling and Advising	Services are available face-to-face and via telephone or web meeting. Additional events are offered during evening hours at the college for in person registration.
Career Services	Services are available via one-on-one face-to-face or web meetings. Workshops that reach multiple students at once are also offered face-to-face and through Zoom.
Disability Services	Individuals with disabilities are encouraged to contact our disabilities services coordinator, well before the registration deadline, and/or services are needed, to provide ample time to review and verify requests. Services are available face-to-face and via telephone or web meeting.
Veterans Services	The Kaua‘i CC Veterans’ Support program provides Kaua‘i CC student veterans with referrals & assistance for services, on and off campus, geared toward their health, wellness, and

	college success. Services are available face-to-face and via telephone or web meeting.
Hale Mālama	Students may learn about the mental health services available on our campus. Face-to-face and video conference sessions are available. Students have access to on-campus food programs, student emergency aid, community referrals, the Supplemental Nutrition Assistance Program (SNAP), and childcare aid. Students are able to apply for services online or in-person. Referrals to the CARES Team are received via an online submission.

Analysis and Evaluation

The COVID-19 pandemic pushed the college to expand support services to students using Zoom to augment face-to-face, online, mail, and telephone options. This increased ability to connect with students remotely has allowed for expanded services, especially in the area of mental health counseling and advising. The availability of online services has also improved access for Early College students who rarely visit the physical campus.

The college administered a survey to all currently enrolled students. Students were asked their modality of instruction (only online or in both in person and online) and were subsequently asked if the times the services were offered met their needs. All students, regardless of the modality of instruction they received, strongly agreed or agreed that the service hours for admissions, counseling and advising, disability services, financial aid, and the library met their needs.

Action Item: The above core services will survey students to determine if their needs were met regardless of service location or delivery method beginning fall 2024. Results will be reported in their program reviews beginning academic year 2025-26.

4. **Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

The Student Life and Development Office oversees co-curricular activities on campus. Clubs and organizations are student led and governed with oversight by faculty advisors. Student Life programs complement the college mission of "preparing and supporting students individually and collectively to succeed in academic endeavors and engage in lifelong learning" as described in RP 7.201 (Student Organizations). Programs include: Associated Students of the University of Hawai'i - Kaua'i Community College Student Government (ASUH-KCC SG), Student

Activities Council (SAC) and Registered Independent Campus Organizations (RICO; N = 9). RICO clubs include those oriented to deepen the cultural experience of students on campus, such as Ku Pono I Hoʻokahi Hawaiʻi, Pamantasan Club, Nihongo Kurabu Club, and International Club. Others such as Gaming Club are oriented to expanding the social experience of students.

Currently, fees ($3 Student Activity Fee and $27 Student Government Fee) are collected from each student every semester and are appropriated by the state for ASUH-KCC SG with the specific purpose of carrying out and achieving its educational responsibilities, programs, and related activities. Authority is given to the UH president and delegated to chancellors to approve the budget and expenditures for student organizations in compliance with RP Policy 7.202 (Chartered Student Organizations) and EP 7.101 (Delegation of Authority).

There is no organized intramural athletic program at the college.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Upon enrollment, each student is assigned to an academic advisor according to the student's program of study in an effort to develop a continued, sustained relationship. During the initial mandatory advising appointment, the advisor and student clarify educational and career goals and develop an action plan utilizing both electronic planning instruments STAR GPS Registration and STAR Academic Essentials. These tools give an overview of major, general education, and graduation requirements. Advisors are also available to review students' STAR-GPS on-time course curriculum map, change-of-major requirements, and transfer options to other UH campuses. Advising is available to students throughout the year by appointment in person, on Zoom, via email, or by phone.

Academic advisors stay current on best practices through professional development, regularly attending the annual Academic Advising and Transfer Network conference. The University of Hawaiʻi Community Colleges (UHCC) also holds an annual spring conference, the Hawaiʻi Student Success Institute, which brings together administration, faculty, and staff. These conferences provide opportunities for discussing information on upcoming initiatives, disseminating program and systemwide updates, and learning about best practices in higher education from both national experts and colleagues within the community college system. Individual counselors also attend professional development conferences pertaining to their specific program needs as well as various Kauaʻi CC meetings, such as program, division, advisory board, course scheduling, and low-enrollment meetings. This practice allows counselors opportunities to provide scheduling insights and remain current in their assigned programs.

All students are strongly encouraged to attend New Student Orientation (face-to-face or online) before the start of the academic semester. The orientation provides new students with information about academic expectations, progress standards, available programs, support services, campus facilities, the academic calendar, important

deadlines, registration, the cost of college, education planning services, interpretation of English and math placement scores, scheduling classes, time management, GPA calculation, financial aid, scholarships, transfer, graduation, and no show/drop policies. The New Student Orientation outcomes are utilized to assess the program for continuous improvement.

Analysis and Evaluation

The UH System has adopted tools for clear navigation through the course registration process and presents easily understood program requirements and placement scores. Graduation certification is accomplished using the STAR Academic Essentials evaluation tool, and remaining requirements are communicated to students in real-time when they login to the STAR GPS system. Since the system that provides advising information to students is the same one used for graduation certification, students can be confident they are receiving reliable guidance throughout their program.

As noted in II.C.2, all student support services, including counseling and advising, are evaluated within the college's program review process.

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

Evidence of Meeting the Standard

Kaua'i CC is an open admissions institution sanctioned by Board of Regents (BOR) policies RP 5.211 and RP 4.207, which provides opportunities for all students to access higher education consistent with the college mission. The college's admissions policy is published on the college website and is also available in the College Catalog.

Some of the college's associate degree programs have specific admissions requirements which reflect external accreditation standards and/or clinical site requirements (e.g., Nursing). Several programs admit students by cohort, either on a "first applied, first qualified" or a "most qualified" basis (e.g., Culinary Arts). Program-specific admission policies and practices are published on the relevant program page on the college's website.

The Counseling and Advising Office uses STAR GPS, an online planning and registration tool developed by the UH System, to guide students through their academic pathway. This tool integrates major requirements, transfer goals, course sequencing, schedule offerings, and prerequisites to help students develop customized plans to reach their academic goals. Remaining requirements are communicated to students in real time when they log in to the STAR system. Students are warned by the system when they select a course that does not align with their program requirements.

Analysis and Evaluation

Kaua'i CC's open admissions policy is aligned with its mission and purpose. Specific program requirements are reviewed and updated by program coordinators as needed to ensure currency and alignment with program accreditation standards.

Additionally, the college uses automatic admissions for eligible UH transfer programs, a University of

Hawai‘i center to support Kaua‘i residents enrolled in off-island UH distance education programs and the Interstate Passport Program (until fall 2023) to provide additional transfer advising and assistance.

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

Evidence of Meeting the Standard

Kaua‘i CC is part of the UH System, which has an open admissions policy for all community colleges, as described in II.C.6. Some academic programs have additional admission requirements, and these programs review their requirements annually to align with external accreditation, workforce trends, and advisory board recommendations.

Placement testing information is available on the college's Placement Testing website. Generally, the college utilizes placement test cut-off scores that have been agreed to by departments systemwide, as students may attend multiple campuses in a given semester. Students may place into English or mathematics courses using multiple-measures rubrics that include high school transcript information and EdReady testing. Students may alternatively choose to use self-guided placement instruments developed by English and mathematics faculty.

Analysis and Evaluation

During this cycle, Kaua‘i CC replaced Accuplacer with EdReady as a placement tool. The benefits include reduced cost and the ability to combine placement testing, test preparation, self-guided reviews, and a remediation plan into a single tool. Currently, UHCC is studying the effectiveness of placement cut-offs and of the multiple-measures rubrics that were implemented as part of its English and math redesign effort. To this end, UHCC has created dashboards of placement scores and course outcomes, and these are currently under study.

The math department has studied the results from the self-guided placement tool on a student-by-student basis. Based on student performance in courses, instructors agree that the tool has provided accurate placement for the students who have utilized it, and therefore the tool will be retained. Options for multiple-measure placement into higher-level STEM-path math courses have been added, effective Spring 2024. The English department has also used findings from placement studies. For example, UHCC contracted an Accuplacer Validity Test and the campus IR created a review report for English faculty to better understand student placement outcomes.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

In compliance with the UH systemwide policy EP 2.216 (Institutional Records Management) and AP 7.022 (Procedures Relating to Protection of the Educational Rights and Privacy of Students), Kaua‘i CC maintains student records securely and ensures backup of all files. As the record custodian of the college, the Admissions and Records Office stores all electronic documents and data on a secure drive. The drive is maintained and monitored by UH Information Technology Services. Electronic student data is protected and securely stored in the Banner records system. Access to student information is available only to select individuals and requires approval from the campus data stewards (currently the registrar and assistant registrar). The level of access is determined by an individual's position and need for access. Social security numbers are restricted and not used to identify students.

All employees with access to Personally Identifiable Information (PII) are required to complete the UH Information Security Awareness Training (ISAT) and to sign the University of Hawai'i General Confidentiality Agreement per EP 2.215 (Institutional Data Governance) and AP 2.215 (Mandatory Training of on Data Privacy and Security).

Student documents and data are retained for specific time periods as recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In compliance with UH administrative procedures and Family Educational Rights and Privacy Act of 1974 (FERPA), policies for the release and withholding of student records are stated in the College Catalog.

Analysis and Evaluation

Kaua'i CC follows UH System policies on data storage, access to sensitive information, student records, data governance, and records management. College staff given access to PII are reminded to attend annual training on updated UH data governance policies. Appropriate staff are required to attend FERPA training and webinars when made available. Furthermore, personnel requesting data from the Institutional Research office must have a current ISAT certification before data are released.

Conclusions on Standard II.C: Student Support Services

Kaua'i CC meets Standard II.C.

Improvement Plan(s)

II.C.1.

beginning fall 2024. Results will be reported in their program reviews beginning academic year 2025-26.

Action Item: Core student services will survey students to determine if their needs were met regardless of service location or delivery method beginning fall 2024. Results will be reported in their program reviews beginning academic year 2025-26.

Evidence List

II.C.1-1	Student Affairs Survey 2024 (PowerPoint)
II.C.2-1	KCC Policy 1-6 (Review of Established programs)
II.C.1-2	Comprehensive Program Review 2021 (Mental Health)
II.C.2-3	Annual Program Review Update 2022 (Counseling and Advising)
II.C.4-1	RP 7.201 (Student Organizations)
II.C.4-2	Student Fee Schedule Website (Screenshot)
II.C.4-3	RP 7.202 (Chartered Student Organizations)
II.C.4-4	EP 7.101 (Delegation of Authority)
II.C.5-1	Programs and Certificates Webpage (Screenshot)
II.C.5-2	Academic Advising and Transfer Network (AATN)
II.C.5-3	HI Student Success Institute 2023 Flyer
II.C.5-4	New Student Orientation Webpage (Screenshot)
II.C.5-5	New Student Orientation Outcomes

II.C.5-6 STAR Academic Essentials Memo
II.C.6-1 RP 5.211 (Admissions)
II.C.6-2 RP 4.207 (Community College System)
II.C.6-3 Admissions Website (Screenshot)
II.C.6-4 College Catalog (Steps to Enroll)
II.C.6-5 Program Admission Requirements (Nursing)
II.C.6-6 Priority Admissions (Culinary)
II.C.6-7 University Center (About) Screenshot
II.C.6-8 Interstate Passport Webpage (Screenshot)
II.C.7-1 Placement Testing Webpage (Screenshot)
II.C.7-2 English Placement
II.C.7-3 Math Placement
II.C.7-4 Guided Self-placement (English)
II.C.7-5 Guided Self-placement (Math)
II.C.7-6 Guided Self-placement Assessment (Math)
II.C.7-7 ACCUPLACER Validity Study 2019
II.C.7-8 ACCUPLACER Validity Report Notes (English)
II.C.8-1 EP 2.216 (Institutional Records Management)
II.C.8-2 AP 7.022 (Protection of Education Rights and Student Privacy)
II.C.8-3 UH Enterprise Dropbox
II.C.8-4 UH Information Security Awareness Training
II.C.8-5 UH General Confidentiality Agreement
II.C.8-6 EP 2.215 (Institutional Data Governance)
II.C.8-7 AP 2.215 (Mandatory Training of on Data Privacy and Security)
II.C.8-8 College Catalog (FERPA)
II.C.8-9 PII Annual Training

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Kaua‘i CC employees are either BOR appointees or State of Hawai‘i Civil Service employees. BOR appointees are categorized as faculty, APT (Administrative, Professional, and Technical), or EM (Executive/Managerial) personnel, and are subject to classification and qualification rules established for these employees. Hiring of BOR faculty and staff appointees follows AP 9.540 (Recruitment and Selection of Faculty and APT Personnel), whereas hiring of EMs follows EP 9.212 (Executive/Managerial Classification and Compensation). Support staff, including clerical and grounds and maintenance staff, are State of Hawai‘i Civil Service employees subject to State of Hawai‘i civil service classification and qualification rules.

The UH System has developed hiring practices for all employee groups to assure appropriate experience, qualifications, and education. Faculty position descriptions are written based on minimum qualifications that meet institutional and program accreditation standards, whereas APT positions are developed using the UH Position Description Generator to assure appropriate education and experience based on responsibilities, duties, and authority. All BOR appointed positions are publicly posted on the UH Career Opportunities website, which includes detailed directions on how to apply.

Civil service positions exist within University of Hawai‘i as well as other state agencies; hence, their recruitment is controlled by the State Department of Human Resource Development (DHRD). As a result, civil service position descriptions must adhere to statewide job class specifications and must be approved by the UH System Office of Human Resources before a two-step recruitment process can begin. First, the position is internally advertised to all civil service employees within the University of Hawai‘i through the UH Career Opportunities website. If the position is not filled from within, it is publicly advertised by DHRD through the State’s Civil Service Job Listing.

New and vacant positions are reviewed by the vice chancellor or director that oversees the area of the position to assure alignment with the mission and strategic plan. The position description and list of duties and responsibilities are provided in all advertisements and describe the authority of the position as well as how it will serve the mission of the college.

Analysis and Evaluation
Kaua‘i CC follows UH System and State of Hawai‘i recruiting and hiring policies. Positions, which are publicly advertised, are aligned with the college’s mission and strategic priorities. The college clearly states authority, duties, and minimum and desirable qualifications (MQs and DQs) in all job descriptions.

To ensure that hired personnel are highly qualified, hiring committees are required to submit Form 17 that indicates if each applicant meets or does not meet both the MQs and DQs.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Teaching faculty in any discipline must meet the minimum qualifications set forth and published by the UH System in EP 5.221 (Classification of Faculty, Attachment 3). The MQs, which are the same for lecturers and full-time faculty, include degrees appropriate for the subject matter as well as professional and teaching experience. The hiring unit collaborates to align job descriptions with student, programmatic, and institutional

needs. Job descriptions for teaching faculty include the development and review of curriculum as well as the assessment of student learning.

Analysis and Evaluation

The application process and required minimum qualifications provide the structure for the college to hire faculty that are skilled and knowledgeable in their discipline.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrative positions are developed according to EP 9.212 (Executive/Managerial Classification and Compensation), specifically OHR Form 63. Each academic division at the college has a faculty division chair following KCCP 4-02 (Division Chairs), and each academic program has a faculty program coordinator per KCCP 4-11 (Program and Discipline Coordinators Selection Procedures). Discipline coordinator roles for English and mathematics also adhere to KCCP 4-11. All of these positions are nominated by the division faculty and selected by the chancellor.

Analysis and Evaluation

Administrator (EM) position descriptions include MQs that ensure that these positions are filled with qualified individuals. College policies state the requirements and qualifications to serve in these roles. The college also has a policy to ensure faculty responsible for educational programs and services are qualified for their administrative position. These policies align with the UH-UHPA contract (p. 50), which requires division chairs, program coordinators, and discipline coordinators to be at rank three or higher (the typical rank of tenure).

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

When Kaua‘i CC recruits for a position, a hiring committee is formed. The committee examines any transcripts included in the application and verifies that degrees have been granted from institutions accredited by recognized U.S. accrediting agencies or that the candidate has included an equivalency review of their degree(s) by a recognized agency such as the National Association of Credential Services. Before offering the position to an applicant, the relevant supervisor (e.g. the VCAA for teaching faculty positions) makes a final check of all credentials, including a check of degrees according to the rules described above.

Analysis and Evaluation

The college posts transcript requirements in the Application Submission section of every posted job description. This ensures that employees hold degrees from U.S. accredited institutions, an equivalent non-U.S. institution, or have their degree from a non-U.S. institution evaluated for equivalency. This requirement is verified by both the hiring committee and the relevant supervisor.

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

Kaua'i CC has a review process for each employee classification, which varies based on bargaining unit contracts and UH policy.

- **Civil Service:** Probationary employees are reviewed at six-month intervals the first year and every year thereafter. At the start of the evaluation period, the employee must set working goals with their supervisor. At the end of the evaluation period, the employee and supervisor will discuss the employee's performance and confirm that the working goals listed at the start of the evaluation have been met [State Department of Human Resources Development (DHRD) Civil Service Evaluation)].

- **Administrative, Professional, and Technical (APT):** Annual online performance evaluations occur each fall or on the employee's anniversary during the three-year probationary period. Employees develop performance objectives in collaboration with their supervisor at the beginning of each evaluation cycle in compliance with AP 9.170 (Performance Evaluation of Administrative, Professional and Technical Personnel).

- **Faculty:** Full-time tenure-track faculty are evaluated for contract renewal in years two and four, and for tenure in year five. Beyond tenure, promotion intervals are typically every four years. Faculty must submit performance reviews every five years if they have not submitted a successful promotion application within that time period. These evaluations include multiple levels of review where the effectiveness of the faculty member is evaluated and recommendations for improvement are provided. Non-tenure-track full-time faculty are evaluated annually. Lecture faculty are evaluated annually if at Step A, biannually if at Step B, and quadrennially if at Step C. Lecturers must submit one peer evaluation to their division chair, results of student evaluations for all classes taught, a self-analysis of the degree of attainment of student learning outcomes in the classes taught, instructional strategies and their effectiveness in each course, and any planned actions as a result of evaluations and/or responses to prior evaluation recommendations, if any, per KCCAP 4-13 (Faculty Evaluations Reference Guide).

- **Executive Manager (EM):** Personnel with at least six months of continuous EM service by March 1st of the evaluation year are evaluated. EM evaluations are conducted on an annual basis to provide feedback regarding the achievement of goals and objectives, expectations, accomplishments, and overall performance. The evaluation includes specific metrics aligned with the college's strategic vision and the identification of goals and objectives to be accomplished in the coming year. The evaluations also include a 360º Survey evaluation by peers, subordinates, and external constituents, per RP 9.212 (Executive and Managerial Personnel Policies) and OHR EM Performance Evaluations.

Analysis and Evaluation

The college has evaluation timelines for each category of employee. Evaluations are structured to assess the effectiveness of employees in performing their job duties and support continuous

improvement and professional growth. Collective bargaining agreements (UHPA) and policies (RP 9.212, KCCAP 4-13, and AP 9.170) include sections on actions to take based on the evaluation outcome.

Action Item: The Office of Human Resources will develop a list of review dates for APT and civil service

6. ~~**The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

Each academic program performs an APRU along with a five-year comprehensive program review that includes data on the number of faculty assigned to the program and analytic faculty. The latter metric is calculated by dividing the semester hours taught in the program by the full-time faculty load of 27 credits. During these reviews, if a program identifies a need for a new or replacement faculty or staff position, then the program or division submits the request through the APRU process. This process involves ranking of positions within units, with consideration of data, ease of hiring a lecturer in the discipline, campus mission, and strategic plan goals. Positions deemed essential are reviewed and ranked by the Academic Affairs Planning Team. Academic divisions are able to hire part-time lecturers to fill additional teaching duties as necessary.

Analysis and Evaluation

As noted in Standard I, one of Kaua'i CC's mission practices is to deliver educational opportunities on campus in small classes. One of the college's unique features is its low student-to-faculty ratio, which is currently 11:1 as of fall 2022.
Analytic faculty are provided to each program annually in the ARPD. Based on an analysis of these data, the campus meets or exceeds faculty staffing needs.

8. **An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Upon initial appointment, lecturers are provided a summary of conditions of employment, which includes information on evaluations. Other key information beneficial to all lecturers, faculty, and staff is located within the Faculty and Staff Guidebook, which is updated annually by the Professional Development (PD) Coordinator.

The division chairs are responsible for oversight of lecturers in their division, per KCCP 4-2 (Division Chairs). This includes integrating lecturers into the division, providing continuous mentoring and support, and the evaluation of lecturers. Lecturers with a workload greater than 7.5 teaching equivalencies in a semester are part of the faculty collective bargaining unit, are considered voting members of their academic division or unit, and are constituents of Faculty Senate.

The evaluation process for lecturers is described in UHCC Policy 9.104 (Lecturer Evaluation) and KCCAP 4-13 (Faculty Evaluations Reference Guide). Evaluation frequency depends on the employment level of the lecturer (Step A: Entry, Step B: Intermediate, or Step C: Senior). Minimally, reviews occur once per year, once every two years, or once every four years for Step A, B, and C lecturers, respectively. All lecturer evaluations must include one peer review, all student evaluations of teaching, and a self-analysis covering student attainment of learning outcomes, effectiveness of teaching, an analysis of evaluations, and responses to prior evaluation recommendations.

The college offers professional development opportunities both face-to-face and via webinar to all faculty, including lecturers. These are organized by the PD coordinator and are listed on the Professional Development website.

Analysis and Evaluation

All faculty, including lecturers, are evaluated per policy and provided an orientation, mentorship, and have opportunities for professional development. Oversight and mentoring of lecturers fall largely on division chairs and the PD coordinator. The PD coordinator is available to all faculty and lecturers throughout the semester to provide individual support and mentorship. All new full-time and part-time faculty are encouraged to participate in New Faculty and Staff Orientation, which occurs at the beginning of each semester during the Welcome Back Week, as well as optional professional development events offered by the PD coordinator throughout the year.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Sufficient support staff is essential to maintain effective campus operations (College Organizational Chart). Each program or department performs an APRU to review its indicators for health, demand, effectiveness, and efficiency. If the need for additional personnel arises through this process, a position request is included in the resource request section. As with faculty, requests are ranked based on justified need, health and safety,

minimum staffing requirements, and fiscal sustainability.

The Office of Human Resources ensures that all personnel hired on campus meet the minimum qualifications for the position and positions are filled per policy guidelines (see Standard III.A.1).

Analysis and Evaluation

Support staff at Kaua'i CC is sufficient in number with qualified individuals for the effective operation of the college's educational, technological, physical, and administrative functions. Where available, recommendations for minimum staffing standards are used.

An example of ensuring that the college has sufficient staffing is adding a needed Human Needs position by leveraging data from the Hale Mālama APRU. This position has been grant-funded and will be converted to a general-fund position.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Kaua'i CC currently employs five executive managers (administrators). While no formal administrative staffing ratios have been established, the staffing levels for executive/managerial employees are reviewed and compared across the colleges and approved by the Board of Regents (BOR), per the UHCC Functional Map. All administrators are qualified with the appropriate preparation and expertise for the positions they hold and executive manager job descriptions are written to assure the positions align with the college's mission.

Analysis and Evaluation

Kaua'i CC has been the only campus in the system with no deans, which has been inconsistent with UHPA contract provisions for faculty evaluations. This was remedied in spring 2023 when the Academic Dean position was advertised. The campus also submitted a reorganization request in academic year 2023-24 to add a CTE Dean.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

All personnel policies and procedures are publicly posted on the UH System's Policies and Procedures Information System (PPIS) and linked from the college policies website to make them easily available for review by employees. These include BOR policies (RPs CH 9), Executive Policies (EPs CH 9), and Administrative Procedures (APs CH 9). Other policies include the college's Makaloa Hiring Policy (KCCP 2-2), which supports the systemwide Hawai'i Papa O Ke Ao Plan to increase the representation of Native Hawaiians in decision-making roles. These personnel policies and procedures cover all faculty, staff, and administrators of the college.

To ensure that the established policies and procedures are equitably and consistently administered,

personnel actions at the college are overseen and reviewed by the Office of Human Resources (HR). HR also trains administrators, faculty, and staff to perform personnel actions in compliance with established policies and procedures (e.g., tenure and promotion reviews and APT evaluations).

The vast majority of college employees are represented and guided by specific procedures outlined in the collective bargaining agreements of the unions that represent them and ensure fair treatment of employees per AP 9.080 (Collective Bargaining in Public Employment).

Analysis and Evaluation

Kaua'i CC's Title IX coordinator serves as the Equal Employment Opportunity/Affirmative Action (EEO/AA) manager and guides supervisors on the proper administration of all personnel policies. The HR manager and the Title IX coordinator, along with staff from the UH System, provide training to hiring committees and review interview questions prior to any interviews to ensure compliance with EEO/AA requirements per RP 1.205 (Policy on Nondiscrimination and Affirmative Action) and UH Form 18 in AP 9.540 (Recruitment and Selection of Faculty and APT Personnel).

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

A formal EEO/AA analysis is conducted by the UHCC system office on an annual basis and is incorporated into recruitment and hiring processes. In accordance with federal contractor requirements, the OVPCC Director of EEO/AA develops annual affirmative action plans (AAP) for the seven UH Community Colleges. These plans cover race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breast-feeding, income assignment for child support, arrest and court record (except as permissible under state law), sexual orientation, national guard absence, and status as a covered veteran. The director of EEO/AA works closely with assigned EEO/AA coordinators at each campus to monitor and oversee employment practices. These include assembling diverse hiring committees and briefing committee members on recruiting practices.

The UH System has developed policies, procedures, and statements that govern all UHCC campuses, such as anti-discrimination, sexual harassment, sexual assault, domestic violence, dating violence and stalking, consensual relationships, disability access, and recruitment and hiring. The UH Office of Human Resources makes this information available to its employees via its website. Furthermore, Title IX training is a requirement by the college for all employees.

Each UH Community College has an affirmative action program and the college's analysis and plan is available for inspection in the HR office. Demographic data on instructional faculty are given in a publicly available report (Selected Characteristics of UHCC Instructional Faculty) and staff demographics are rolled into the systemwide data on faculty and staff. This information is used when establishing hiring committees to ensure broad gender and ethnic representation.

Personnel support needs are identified through a referral system that is received by the college's

CARES Team. Representation on this team consists of the vice chancellor of Student Affairs, Title IX and EEO/AA coordinator, Campus Safety, Office of Human Resources, non-clinical case manager, mental health counselor, and as-needed staff and administration that are trained in the assessment tool.

Analysis and Evaluation

Kaua'i CC has followed its EEO/AA plan, and the number of EEO complaints and/or investigations has been three or less annually since the last reaffirmation of accreditation visit. Resources related to EEO can be found on the system EEO office's website as well as the campus EEO website.

The College Catalog contains a nondiscrimination statement and an equal opportunity and affirmative action statement, which includes links to relevant UH policies and contact information for individuals and offices that serve as key resources. An outline of the process and points of contact for filing complaints is also given. The EEO/AA coordinator uses the AAP to guide, set, and review annual goals and ensure compliance with federal and state laws and policies regarding employment.

The UH System's mission is to be a premier indigenous-serving institution. Although Native Hawaiians are the indigenous population of our state, they are often underrepresented in faculty and leadership positions in the UH System. To strengthen the college's ability to hire those with an understanding of Hawaiian culture and issues, the college adheres to KCCP 2-2 (Makaloa Hiring Policy), that requires a member of the college's Makaloa Council to be appointed to all hiring committees to represent the interests of Native Hawaiians and serve as a cultural advocate therein. In addition, it is the college's practice to have representation on hiring committees reflective of diverse gender and ethnic identities.

Diversity and equity are promoted systemwide by the UH System Office of Equity Assurance and Office of Institutional Equity, the UH Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality, and the UH President's Commission on the Status of Women.

The CARES referral form was expanded to include faculty and staff in spring 2024. Supports are provided based on individual need and may include mental health counseling, human needs support, referrals to community resources, safety plans, and confidential advocate services provided by the YWCA. Beginning in fall 2024, faculty and staff will be surveyed at convocation to determine the effectiveness of current supports and identify other personnel needs.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board of Regents Policy RP 12.201 (Ethical Standards of Conduct) sets forth ethical standards of conduct for all employees and UHCCP 5.211 [Statement on Professional Ethics (Faculty)] provides a detailed ethics policy for faculty that is based on the American Association of University Professors statement of ethics. The chancellor ensures all new hires receive this policy by including a copy in the online Faculty and Staff Guidebook.

The University of Hawai'i Policy EP 12.214 (Conflicts of Interest and Commitment) contains procedures dealing with potential conflicts of interest and consequences for failing to disclose them. The policy requires all employees to submit an annual form disclosing any potential conflicts. Furthermore, all

employees of the college are encouraged to complete state ethics training. As detailed in this training, consequences of ethics violations are based on current state law.

Analysis and Evaluation

Kaua'i CC upholds standards of ethical conduct established by the UH System. Consequences of violating ethics policies are stated in the policies. The State of Hawai'i offers annual ethics training, and members of the college are required to attend as employees of the state.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Kaua'i CC has a full-time professional development (PD) coordinator whose primary responsibility is to facilitate PD activities for the faculty and staff, including budgeting and evaluation of PD programs. The PD Coordinator is responsible for developing a three-year PD plan for the campus based on input from faculty and staff, consideration of student learning outcomes assessment data, and the college's mission and goals.
Attendance lists for activities are kept to measure the number of participants. Organized professional development activities are followed-up with surveys to determine whether or not the activity fulfilled the participants' needs and to continuously improve offerings. Suggestions for future PD offerings are also solicited.

Professional development is a key component of the contract renewal, tenure, and promotion processes for faculty at the college. Applicants must discuss their recent PD activities and explain how each activity contributed to their ability to serve the college.

In addition to the activities of the PD coordinator, the college supports professional development by funding travel, lodging, registration, and other costs for faculty and staff to attend trainings, webinars, conferences, and other PD events.

Kaua'i CC also provides tuition waivers of up to six credit hours to employees working at least 50 percent time to foster continued education through courses offered by the UH System. Faculty and staff can also take non-credit professional development courses through the college's Office of Continuing Education and Training (OCET).

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

Analysis and Evaluation

Kaua'i CC plans for appropriate professional development for its employees. It supports a professional development coordinator position to assist in the planning and implementation of professional

development events, both on an individual basis and for large-scale events. The college also supports employees in seeking their own professional development opportunities, including providing access to UH Foundation funds that may be used for travel to conferences and trainings. Professional development at the college is planned and coordinated with the mission and goals in mind and with input from its employees. Professional development at the college is assessed annually through program review.

Faculty and staff suggest topics for professional development in a variety of ways, including a comment form on the PD webpage, through post-session surveys, instructional surveys, and direct communication.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The University of Hawai'i Administrative Procedure AP 9.075 (Personnel Records – BOR Appointees) establishes procedures for the maintenance of official personnel files for all BOR-appointed employees and identifies the documents to be included therein. These personnel files are maintained in locked filing cabinets in the Office of Human Resources.

Depending on the employees' bargaining unit, official records may be housed elsewhere. For instance, United Public Workers (UPW), Hawai'i Government Employees Association (HGEA), and executive employee official records are housed on the island of O'ahu in the UH Office of Human Resources and require additional steps for retrieving and viewing. Regardless of where these records are located, all requests to view personnel records are initiated in the college's Office of Human Resources.

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

Analysis and Evaluation

Kaua'i CC maintains personnel records securely and confidentially, following UH System procedures and agreements with collective bargaining entities. Employees with access to these records are required to complete University of Hawai'i data governance training. All employees have access to their own personnel records.

Conclusions on Standard III.A: Human Resources

Kaua'i CC meets Standard III.A.

Improvement Plan(s)

III.A.5. **Action Item:** The Office of Human Resources will develop a list of review dates for APT and civil service evaluations to remind supervisors of review deadlines and track completions annually.

Evidence List

III.A.1-1	UH AP 9.540 (Recruitment and Selection of Faculty and APT Personnel)
III.A.1-2	UH PPIS EP 9.212 (Executive/Managerial Classification and Compensation)
III.A.1-3	Civil Services Classification and Qualification Rules
III.A.1-4	UHCC Minimum Qualifications Guidelines
III.A.1-5	APT Position Description Generator Example
III.A.1-6	UH Career Opportunities Webpage (Screenshot)
III.A.1-7	UH Civil Service Career Opportunities Webpage (Screenshot)
III.A.1-8	State Civil Service Job Opportunities Webpage (Screenshot)
III.A.1-9	Position Description with Minimum and Desirable Qualifications
III.A.1-10	Form 17
III.A.2-1	UHCC Minimum Qualifications Guidelines
III.A.2-2	UH PPIS EP 5.211 (Classification of Faculty) Attachment 3
III.A.2-3	Faculty Job Bulletin Example
III.A.3-1	Executive and Managerial Position Description Action Form
III.A.3-2	UH PPIS EP 9.212 (Executive/Managerial Classification and Compensation)
III.A.3-3	KCC Policy 4-11 (Program and Discipline Coordinator Selection Procedures)
III.A.3-4	Executive/Managerial Position Description Example
III.A.3-5	UH-UHPA Contract
III.A.4-1	Sample APT Evaluation Sheet (AP 9.540 Attachment 3C)
III.A.4-2	APT Position Description
III.A.5-1	Civil Service Evaluation
III.A.5-2	UH PPIS AP 9.170 (Performance Evaluation of APT Personnel)
III.A.5-3	KCC Administrative Policy 4-13 (Faculty Evaluations Reference Guide)
III.A.5-4	EM 360 Degree Evaluation
III.A.5-5	UH PPIS RP 9.212 (Executive and managerial Position Policies)
III.A.5-6	OHR EM Performance Evaluations
III.A.5-7	UH-UHPA Contract
III.A.7-1	Annual Review of Program Data 2023 (Accounting)
III.A.7-2	Annual Program Review Update 2021 (Business)
III.A.7-3	Academic Affairs Position Prioritization Process 2023
III.A.7-4	NCES Website (Screenshot)
III.A.8-1	Lecturer Conditions of Employment
III.A.8-2	Faculty and Staff Guidebook
III.A.8-3	KCC Policy 4-2 (Division Chairs)
III.A.8-4	UHCC Policy 9.104 (Lecturer Evaluation)
III.A.8-5	KCC Administrative Policy 4-13 (Faculty Evaluations Reference Guide)
III.A.8-6	Professional Development Events Flyer
III.A.8-7	Welcome Back Week Agenda Fall 2023
III.A.9-1	Organizational Chart
III.A.9-2	Minimum Staffing Standards
III.A.9-3	Program Review (Hale Mālama)
III.A.10-1	UHCC Functional Map
III.A.10-2	Reorganization Memo
III.A.11-1	Policy Webpage (Screenshot)
III.A.11-2	BOR Personnel Policies (Chapter 9)
III.A.11-3	EP Personnel Policies (Chapter 9)
III.A.11-4	AP Personnel Procedures (Chapter 9)

III.A.11-5 KCC Policy 2-2 (Makaloa Hiring Policy)
III.A.11-6 Hawai'i Papa O Ke Ao Plan
III.A.11-7 UHCC TPRC Operating Guidelines
III.A.11-8 APT Performance Award Memo
III.A.11-9 UH PPIS – AP 9.080 (Collective Bargaining in Public Employment)
III.A.11-10 UH PPIS – RP 1.205 (Policy on Nondiscrimination and Affirmative Action)
III.A.11-11 UH Form 18 (Recruitment and Hiring Checklist)
III.A.11-12 UH PPIS – AP 9.540 (Recruitment and Selection of Faculty and APT Personnel)
III.A.12-1 UH Title IX and Office of Institutional Equality Webpage
III.A.12-2 UHCC Characteristics of Instructional Faculty Table
III.A.12-3 UH Faculty and Staff Characteristics Table
III.A.12-4 EEO_AA Website
III.A.12-5 KCC Nondiscrimination Webpage
III.A.12-6 College Catalog (Nondiscrimination Statement)
III.A.12-7 College Catalog (EEO, AA, and Complaints)
III.A.12-8 KCC Policy 2-2 (Makaloa Hiring Policy)
III.A.13-1 BR 12.201 (Ethical Standards Conduct)
III.A.13-2 UHCC Policy 5.211 (Statement of Professional Ethics – Faculty)
III.A.13-3 Faculty and Staff Guidebook
III.A.13-4 State Ethics Commission Annual Training
III.A.14-1 Professional Development Three-year Plan
III.A.14-2 Program Review (Professional Development)
III.A.14-3 Teaching Technology Tools Survey 2022
III.A.14-4 AP 9.075 (Personnel Records – Board Appointees)
III.A.14-5 General Records Retention

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Although Kaua'I CC is part of the UH System, it operates as a sole campus at only one location. The campus resides on 200 acres and consists of 40 buildings and structures totaling approximately 300,000 gross square feet. The campus was built to accommodate 1,500 full-time equivalent (FTE) students. However, the college has never enrolled more than 900 FTE students, so there is adequate room to grow in terms of classroom and parking space.

Contracted services are used for the maintenance of elevators, fire alarm systems, fire extinguishers, automatic doors, HVAC systems, and vehicles. The college has five automated external defibrillator (AED) kits and 11 surveillance cameras that are monitored by campus security. Since November 2016, the campus has been staffed by its own 24-hour campus security personnel, and many doors have been converted to an electronic card system to enable remote lockdown in the event of a threat to the safety of people on campus. Safety and security walkthroughs by campus security were implemented in fiscal year 2023 and are completed daily. Written records of these are physically held within their department. If there are any incidents on campus, they are formally reported via the software Omnigo and routed to the director of campus security.

The college has a standing Campus Safety and Operations Committee whose mission is to maintain a safe campus environment conducive to learning. The committee discusses campus safety, construction and maintenance of facilities, and the utilization of space. Issues may be brought to the committee by individuals, divisions, student groups, or units. Recommendations from the committee are submitted directly to the chancellor. The facilities work order system can be utilized and accessed online by all campus community members to report any unsafe conditions or broken inventory within the facilities.

Analysis and Evaluation

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

Facilities are maintained to provide a healthy and safe learning environment. The buildings, facilities, walkways and parking lots meet Occupational Safety and Health Administration (OSHA) safety standards and are periodically assessed for current ADA compliance. Upcoming major campus improvements include upgrading fire alarms and public address systems in 2024, per the 2024-25 Capital Renewal and Deferred Maintenance (CRDM) and minor capital improvement projects (CIP) lists. The upgraded system will include an interior mass notification feature. The existing fire alarm system was constructed in 2004 and frequently experiences issues due to the age of available parts as well as water and dust infiltration over time.

The Administrative Services unit administers a campus-wide survey every two to three years, which informs their program review. In the most recent survey, 65 percent of respondents felt that the campus physical facilities (buildings) support an effective working environment, whereas 69 percent of respondents felt that physical facilities (buildings) support an effective learning environment. The campus is further identifying the areas for improvement as these results have declined since the 2021 survey. On a positive note, 81 percent of respondents know where to find the Campus Safety Report, which is an increase from 38 percent in 2018 and 49 percent in 2021. Additional information on campus safety procedures and outcomes are provided in the Annual Security Report.

Action Item: Kaua'i CC will review the Administrative Services 2023 Survey and develop action plans for improvement in all areas that had an overall score less than 70 percent.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Since the last ACCJC Self Evaluation Study, the campus has continued to improve its facilities by renovating and updating structures to meet current safety regulations, ADA compliance, technology infrastructure needs, and the college's mission per RP 10.203 (Management and Maintenance of Real Property Assets). For example, the Performing Arts Center was recently renovated to comply with new OSHA regulations. Other renovations and improvements over the past five years are summarized in the Minor CIP and Repair Project List. When state funds are not available, the campus submits grants to federal agencies to upgrade campus spaces to support Native Hawaiian students and improve

access to programs and services in alignment with the college's strategic imperatives and the university's mission.

Construction of new facilities is done in alignment with the college's Long-Range Development Plan (LRDP), which was last updated in 2017. The campus was rezoned from agriculture to university in 2023, which will allow the possibility of constructing campus housing to support the growth of the college. At convocation in spring 2024, a session was held to discuss the status of the LRDP.

Building and infrastructure maintenance is guided by the UH System capital renewal and deferred maintenance program that uses the Facilities Renewal Resource Model (FRRM). Programs and units at the college use their comprehensive program reviews and annual program review to analyze and voice their facility and equipment needs. The APRU resource allocation process determines which requests will be supported (see standard III.D.1).

Analysis and Evaluation

The Kahua Paepae Ola and the Keleka'a Ho'ona'auao Title III grants are two examples of the institution upgrading physical resources and modernizing spaces to support programs and services to achieve the mission of the college. As part of these grants, the college made several campus upgrades: developing the space for Hale Mālama in the library, remodeling the Academic Support Center (tutoring), developing the Kipuka Center as a meeting place for Native Hawaiian students, creating a state-of-the art distance learning classroom in the library, and upgrading two library classrooms for distance education.

Some recently completed major projects include the solar power field and a chiller plant upgrade, both completed in 2022. One minor CIP project completed in 2023 was the Business and Health Sciences building modernization project. An update was provided at Spring 2024 Convocation.

As reflected in the project list, the college has completed approximately $14.5 million in facilities renovations, is in the process of completing projects valued at almost $4 million, and has planned for another $14.8 million of funding for additional building renovations over the next five years. Additional legislative funding has included $15 million for photovoltaic parking lot covers and $250,000 for an in-depth housing needs study for students, faculty, and staff.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The college follows AP 8.524 (Property and Equipment Maintenance), and the system projects capital renewal requirement costs in its FRRM Report (p. 40).

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

that support the college's mission, strategic priorities, and/or campus strategic goals.

Classroom usage is analyzed with visual analytics, and surveys are used to evaluate the overall satisfaction of campus facilities and maintenance.

Analysis and Evaluation

Kaua'i CC uses its Annual Review Process to identify equipment and other infrastructure needed by programs and units. In addition, Administrative Services surveys students and staff to further identify areas for improvement and evaluate the adequacy of facilities and equipment. In the fall 2023 Administrative Services Survey, 69 percent and 65 percent of responding students and employees agreed that the college's physical resources meet their learning or working needs, respectively.

While the college has carefully planned for improvement and renovation projects, there has generally been more than sufficient space for campus operations over recent years because of the increase in part-time enrollment, decrease in student semester housrs, and the rise in online offerings.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The college recently reviewed its LRDP at Spring 2024 Convocation. The LRDP guides the physical character of the campus for 10-15 years as directed by EP 4.201 (Long-Range Planning Framework). This plan envisions building student housing to support growth. Having a current LRDP allows the college to request funding, seek private donations, and develop partnerships to support the development of this new facility. In RP 4.404 (Long-range Physical Development Plans), the LRDP development process is explained. Additionally, the college uses its FRRM to help guide reinvestment in existing facilities. According to the model, the college has a current backlog of $12.5 million in deferred maintenance.

The UH System utilizes the Sightlines program to address and prioritize the replacement schedules of buildings, facilities, and so forth. Future maintenance is not included in the initial acquisition process. The funds utilized for these costs come out of various available campus funds at the time they are needed. Therefore, total cost of ownership is not included in CIP requests.

Analysis and Evaluation

Kaua'i CC recently reviewed its LRDP to align with its new strategic imperatives. At this time, there are no plans for major CIP projects; however, there are plans for minor CIPs which include upgrades to the campus lighting and fire alarm system.

Conclusions on Standard III.B: Physical Resources

Kaua'i CC meets Standard III.B.

Improvement Plan(s)

III.B.1. Review Administrative Services 2023 Survey and develop action plans for improvement in all areas that had an overall score less than 70 percent.

Evidence List

III.B.1-1	Campus Safety Committee Charter
III.B.1-2	KCC Facility Workorder Form (Screenshot)
III.B.1-3	KCC ADA Final Report – Executive Summary
III.B.1-4	Capital Renewal and Deferred Maintenance 24-25 List
III.B.1-5	Minor Capital Improvement Projects List
III.B.1-6	Administrative Services Survey Results 2023
III.B.2-1	RP 10.203 (Management and Maintenance of Real Property)
III.B.2-2	Long-Range Development Plan Update 2024
III.B.2-3	Facility Renewal Reinvestment Model
III.B.2-4	Administrative Services FY24 Convocation Presentation
III.B.4-1	EP 4.201 (Long-range Planning Framework)
III.B.4-2	RP 4.404 (Long-range Physical Development Plans)
III.B.4-3	Facility Renewal Reinvestment Model

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Kaua'i CC has a Computer Services unit, housed within Administrative Services, that is staffed by information technology (IT) specialists who collectively support the technology resource needs of the campus. Under Computer Services' purview lies the campus' data network, servers that host the college's electronic data and website, approximately 750 computers and related equipment, a multitude of software applications, audio-visual equipment, centralized copier equipment, and instructional technology in 40 classrooms. All classrooms are equipped with stand-alone video conference stations to deliver synchronous remote classes.

Traditionally, the Information Technology Advisory Committee (ITAC) identifies, assesses, and recommends the instructional and support technology necessary for the campus to achieve its mission. The ITS Strategic Plan was updated to align with the newly adopted UH Strategic Plan 2023-29 and ITAC revised its Technology Vision Plan to align with both plans. Classroom technology and educational equipment needs are developed at the program or division level and are reviewed by ITAC to ensure compatibility with current technology systems. Small purchases (under $3,000) are made by divisions or units from their individual budgets. Because of the increased need for cyber security and in response to feedback from a survey on committees, the college decided in the spring of 2024 to create a new, more streamlined process to review large or new IT purchases and dissolved the ITAC. This process includes convening a group that consists of the IT manager, the professional development coordinator, the executive manager over the area, and affected employees. This process was outlined in a presentation made to the College Council at the end of the 2024 spring semester. Larger purchases

are reviewed by the College Council, with consideration of ITAC's input (which will now shift to the group discussed above), during the program review process to assess alignment with the college's mission and strategic goals.

The institution regularly evaluates the effectiveness of its technology in meeting its range of needs. In a recent survey given in the fall of 2023 to students and staff, 71 percent reported that they strongly agree or agree the computers on campus meet their needs. At the onset of the pandemic, the college realized that students would require increased access to technology. Using COVID funding, the college purchased Chromebooks and laptops to meet those needs. The library created a checkout form and use policy for students use and to track laptops. Faculty were also provided laptops to enable the provision of instruction from their homes during the pandemic. A lack of reliable Wi-Fi across the island became apparent and prompted the college to increase Wi-Fi coverage in the parking lots to provide students with a safe location to perform coursework. In the fall 2023 survey, 75 percent of respondents reported that the college's technology resources meet the needs of distance education courses and 73 percent of faculty and staff agreed or strongly agreed that the Wi-Fi on campus met their needs.

For privacy and security, the Kaua'i CC uses bundle subscriptions (i.e., network security appliances and security bundle) to protect devices that are connected to the college's wireless network. For example, the Fortinet Fortiguard Security Bundle includes an antivirus, web filtering, endpoint control, data leak prevention, domain name system filter, and virtual private network in addition to an intrusion prevention system and application control. The UH System also provides Trellix Endpoint Security to all active faculty, staff, and students. Finally, multi-factor identification, using Duo Security, was implemented by UH ITS via the UH System's identity management system to reduce risks associated with standard password-based systems.

To maintain a reliable network, the IT department has an equipment replacement plan that replaces network switches every five to eight years, battery backups every four or five years, and servers as needed. To ensure the reliability of the college's network, the centralized network room is housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supplies. This room is also equipped with extended battery capacity. The IT department has a disaster recovery plan which includes alternate sites in the event damage occurs to this room. Network wiring closets distributed across the campus have uninterrupted power supply units which provide 30 minutes to one hour of power. Our servers primarily support campus infrastructure (HVAC, door lock and phone systems) and have redundancy where needed and appropriate backup schedules.

Analysis and Evaluation

Kaua'i CC has sufficient technology resources to support its academic programs, student support services, and management and operational functions, in part, because of the influx of HEERF funds in 2019. Administrative Services regularly conducts surveys to determine how well technology needs are being met, and the most recent survey shows that campus technology users generally find resources to be sufficient. Results of the 2023 Administrative Services Survey indicate that 55 percent of students and employees agree that the classrooms are sufficiently equipped with instructional technology, 73 percent of students and employees agree that Wi-Fi on campus meets their needs, and 71 percent agree that computers on campus meet their needs. All of these metrics have declined since the 2018 and 2021 surveys.

Action Plan: Review 2023 Administrative Services Survey and develop action plans for improvement in all areas that had an overall score less than 70 percent.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Technology Vision Plan, which encompasses a five-year period, provides the framework for the college with respect to investing in and implementing new technology to support its programs and services. The IT Replacement Plan identifies the replacement schedule and replacement cost of the college's existing technology resources over a five-year period. The plan is a living document that is continually updated as technology resources, including infrastructure such as networks, servers, hardware, software, and distance education technology, are added or removed from the college.

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

Analysis and Evaluation

In 2019-20, the majority of classroom technology and faculty computers were updated to support the pivot to online teaching aided by HEERF funds. For instance, the college purchased laptops, docking stations, and monitors to replace aging desktops in offices. It also expanded Wi-Fi access for students, including to the parking lot, and upgraded network equipment. The mass replacement of technology at a single time will present a challenge to managing replacement because all of this technology will reach end-of-life at the same time under a standard schedule.

Kaua'i CC has a replacement schedule through December 2026. In addition, IT proposed new equipment replacement recommendations to ITAC in fall 2023. The institution bases its technology decisions on the results of evaluation of program and service needs and follows the process detailed in KCCP 1-8 (Integrated Planning). The majority of input from programs and services is communicated to ITAC, and approved items and services are incorporated into the IT Vision Plan, as appropriate.

Results of the 2023 Administrative Services Survey indicate that 68 percent of students and employees agree that the campus distributes technology resources effectively to develop, maintain and/or enhance its programs and services.

Action Plan: Review Administrative Services 2023 Survey and develop action plans for improvement in all areas that had an overall score less than 70 percent.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Most of the systemwide online resources used by the college are controlled, managed, and maintained centrally by UH Information Technology Services (ITS). ITS networking provides the UH System with redundant networking connectivity and support. They maintain and upgrade all their equipment up to the Kaua'i CC campus' connection. IT infrastructure and systems support uninterrupted availability and are continuously monitored. ITS keeps the college informed of cyber threats and provides support to defend against them.

Both UH ITS and Kaua'i CC's IT department have implemented a variety of physical and electronic safeguards, protocols, and procedures to protect the college's technology resources. Private cloud-hosted disaster-recovery facilities are maintained at a commercial colocation facility, and recovery procedures are exercised on a periodic basis. Disaster recovery documentation for the college is securely stored in the Kaua'i CC IT department and includes procedures for recovery, ITS contact information, vendor contact information, cell-phone numbers, usernames, and passwords for critical network equipment.

Analysis and Evaluation

Kaua'i CC protocols and procedures for physical and electronic technological resources incorporate both physical and electronic safeguards.

Physical safeguards include:

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

Electronic safeguards include:

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

Training on Data Privacy and Security)].

Short-term maintenance is tracked by IT through a work order system and long-term maintenance is identified in the multiyear IT replacement plan. Implementation of multi-factor authentication and its subsequent requirement in fall 2023 are examples of recent security measures taken by the UH System. The college is not aware of any data breaches or incidents of identity theft since the last reaffirmation of accreditation in 2018. The IT department will consider including a question related to the safety and security of its technology resources the next time the survey is administered.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Technological support is provided to students and faculty in a number of ways. The systemwide ITS Help Desk provides continuous phone and email support day and night. Kaua'i CC's IT Help Desk provides phone and walk-in support during its hours of operation and the campus also has a dedicated professional development coordinator to provide technology support and training. This position has been in service since prior to the last accreditation cycle. Access to this service has increased over the past few years. The IT department processed 530 work orders in 2022 and 627 in 2023.

Faculty, staff, and students can also enroll in non-credit courses on the use of technology that are offered by the Office of Continuing Education and Training (OCET). Since July 2020, five employees have enrolled in excel classes and 18 operations, maintenance, and security staff have enrolled in a digital readiness class. Specific training is also made available to staff that use STAR GPS; for instance, a help link is provided and weekly meetings are held.
Trainings offered to students each academic year on technology include New Student Orientation (UH portal and STAR GPS), distance education (face-to-face and online), electronic resources at the library, and individualized support at the IT Help Desk. The college texts students the online learning resources link and informs them that in-person help is available through student ambassadors or tutors.

Analysis and Evaluation

In recent years, the professional development coordinator has focused on the use of technology and support for distance learning, including artificial intelligence (AI) tools (i.e., ChatGPT, Magic School, and Bing Image Creator), Zoom web conferencing, Google Workspace, video capture tools (i.e., Loom, ScreenPal, and Flip), YouTube, and classroom technology (i.e., HoT web conferencing and teacher stations). While this was partially a necessity of the pivot to online learning during the COVID-19 pandemic, it was also a response by the PD coordinator to faculty and staff requests communicated in a survey given in 2019. In response, the PD coordinator identified technology tools as well as pedagogy and curriculum (particularly for distance education) as priority areas for training and began tracking the volume of PD events in these areas (see PD APRU 2022, p. 4).

Faculty and staff are also required to complete Information Security Awareness Training (ISAT) training annually as directed by AP 2.215 (Mandatory Training on Data Privacy and Security). Weekly training also occurs for programs used across the UH System including Banner and Star GPS.

Kaua‘i CC’s New Student Orientation, available in person and asynchronously online, includes information on how to check out a laptop, how to register a device for Wi-Fi passthrough on campus, and how to use Laulima (the UH System’s primary LMS).

In the fall 2023 Administrative Services Survey, 84 percent of responding students and employees agreed that the IT Help Desk provided the requested technical support, and 85 percent agreed that IT staff was knowledgeable about their request or deferred it to others who were knowledgeable.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Kaua‘i CC adheres to UH System Executive Policies and Administrative Procedures, which are overseen and managed by UH ITS in conjunction with the vice-president for Information Technology and chief information officer (VPIT/CIO). These policies and procedures describe the appropriate and responsible use of technology within the UH System and include user rights, responsibilities, privileges and accessibility; appropriate and inappropriate forms of technology use; information security, privacy, and confidentiality; protocols for electronic communication with students; institutional data governance; and mandatory continuing education and training for data users.

Analysis and Evaluation

The primary governing policy concerning the appropriate use of technology, EP 2.210 (Use and Management of Information Technology Resources), is provided to all students and employees at the time their UH Username, the electronic key to gaining access to the University’s online services, is established.

Kaua‘i CC follows UH System policies and procedures on the appropriate use of technology in the teaching and learning process. These policies outline the rights and responsibilities of all parties, and were developed to ensure security and privacy. The college participates in the establishment and review of these policies through its governance bodies.

Conclusions on Standard III.C: Technology Resources

Kaua‘i CC meets Standard III.C.

Improvement Plan(s)

III.C.1. Review 2023 Administrative Services Survey and develop action plans for improvement in all areas that had an overall score less than 70 percent.

Evidence List

III.C.1-1 ITS Strategic Plan

III.C.1-2 Survey on Committees
III.C.1-3 IT Purchase Procedure
III.C.1-4 IT Purchasing Procedure presentation (College Council)
III.C.1-5 Administrative Services Survey Results 2023
III.C.1-6 Computer Loan Form
III.C.1-7 Chromebook Laptop Loan Policy
III.C.1-8 Trellix Endpoint Security
III.C.1-9 Multi-factor Identification
III.C.2-1 Technology Vision Plan
III.C.2-2 IT Replacement Plan
III.C.2-3 KCC Policy 1-8 (Integrated Planning)
III.C.4-1 IT Support Website (Screenshot)
III.C.4-2 STAR Weekly Meeting Invite
III.C.4-3 Online Learning Resources Webpage (Screenshot)
III.C.4-4 Program Review 2022 (Professional Development)
III.C.4-5 New Student Orientation Learning Outcomes
III.C.4-6 Asynchronous NSO Module (Screenshot)
III.C.5-1 UH Technology Policies Table
III.C.5-2 EP 5.210 (Use and Management of IT Resources)

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

The campuses of UHCC rely heavily on general funds, which are appropriated by the state legislative process, to subsidize operating expenses. These resources constitute the majority of Kaua‘i CC’s diversified funding base that is comprised of general appropriations, bond funds, special funds, revolving funds, and extramural funds. The vice president for community colleges (VPCC) and the UHCC chancellors determine the general fund allocations needed to support the individual UHCC campuses, and the fiscal health of the college is monitored by the vice chancellor of Administrative Services (VCAS), as delegated by the chancellor. The chancellor has management responsibility for the fiscal health of the college per UHCCP 8.200 (Financial and Operational Oversight of Revenue Generating Programs) and UHCCP 8.000 (General Funds and Tuition and Fees Special Fun Allocation).

These general funds, combined with tuition collected by the campuses, referred to as tuition and fees special funds (TFSF), comprise the total amount of appropriated funds the campuses receive from the state or the “unrestricted operating budget” of the campuses as indicated in Act 161, SLH 1995 (pp. 260-264); Act 161 was codified into law under Hawai‘i Revised Statutes §304A- 2153. This combination has a stabilizing effect on campus operations because general fund allocations are independent of enrollment. Furthermore, general funds are adjusted for situations such as collective bargaining

increases, new initiatives agreed upon by the legislative branch, and revenue shortfalls driven by the downturn of state economy. Other funding sources (i.e., special and revolving funds, extramural, capital improvement program, performance-funding, and innovation funds) finance specific program activities per UHCCP 8.201 (Unrestricted Fund Reserve – General, Special and Revolving Funds).

Special and revolving funds support non-credit instruction, summer session instruction, conferences, and student activities. These funds are established by statute and operate on a self-sustaining basis. Extramural funds are project-based funds received from federal, state, and private sources, which relate to research and training grants or contracts and focus on specific improvements or on services provided to the contracting agency. All extramural funds are administered through the University Office of Research Services.

Capital improvement project (CIP) funds and capital renewal and deferred maintenance (CRDM) projects are usually generated from state-issued general obligation bonds while debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations. Performance-based funding is awarded to institutions that meet or exceed established student achievement metrics.

The campus Operating Budget approved by the BOR for fiscal year 2024 has a projected $13,143,510 in general funds and $2,211,025 in tuition and fees. The college's expected catastrophic reserve cash balance of $5,000,000 far exceeds the BOR-required five percent minimum threshold. Reports on budgets to actuals are publicly posted each month and are reviewed quarterly by the BOR's Committee on Budget and Finance as a measure to support financial integrity.

Programs and services at the college are allocated an annual budget based on budgeting requests developed by each unit head in collaboration with respective divisions or units and reviewed by the VCAS. These requests must be balanced against fixed campus costs such as personnel. Program budgets have remained relatively stable over the past three years. Requests for enhancement of programs and services are made through the program review and resource allocation processes following KCCP 1-6 (Review of Established Programs).

Analysis and Evaluation

General, special and revolving, and tuition and fee funds have continued to provide adequate resources for the college's programs and services as evidenced by the stability in operating budgets for major units over the past three years.

During this accreditation cycle, several positions were funded by the legislature as line-item enhancements that were requested by the campus as part of the biennium budget process. For example, four security officers and two nursing faculty salaries were added to the campus budget, as these were deemed critical to campus operations and program growth. In fiscal years 2024 and 2023, $257,000 and $110,000, respectively, were allocated to programs and services for enhancement via the program review process. Performance funding has been suspended since the COVID-19 pandemic. Instead, UHCC has allocated the money as lump-sum transfers to the colleges as general funds.

Audit results support the financial accountability and integrity of the college, which has had no audit findings in the period since the last self-study.

2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

Kaua'i CC's integrated planning and budgeting process (APRU) begins with the mission and strategic plan, which aligns with UHCC and UH strategic imperatives. All academic programs and student support services complete a program review using the mission and strategic plan goals as guides, and every budget request is linked to at least one of the college's strategic imperatives. Requests are reviewed as part of the integrated planning process (see I.B.9 for details). These requests result in fiscal recommendations to the College Council and the chancellor.

Budget and financial reviews are conducted by the BOR as RP 8.204 (University Budgets) sets the university's fiscal management, budget process, legislative budget proposal, and preparation processes. The UHCC Budget, Planning and Finance webpage provides additional information on the budget development process, including links to the current and previous two years of Fiscal Biennium Budget Policy Papers and Instructions. Commonly used reports include historical budget information and monthly campus budget reports.

Information on upcoming campus improvements and the college's financial circumstances are shared at the fall and spring convocations by the VCAS. The VCAS regularly shares updates about the budgeting process with the College Council as well as individual units as needed or requested.

Analysis and Evaluation

Kaua'i CC has a well-established integrated planning and budgeting process that begins with its mission and goals, per KCCP 1-8 (Integrated Planning), which also details the various institutional plans to be incorporated into the process.

The college receives monthly budget to actual expenditure reports via the UHCC Budget and Finance Office Public Report webpage as a communication improvement initiated in 2018. As part of the college's continual evaluation of its APRU process, the resource allocation process was revamped in 2018 and is in the process of being realigned with the college's new strategic imperatives. The completion goal is fall 2024.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The policy on the university's fiscal management, budget process, and legislative biennium budget proposal and preparation process is set forth in RP 8.204 (University Budget). The state's Department of Budget & Finance (B&F) issues their biennial Executive Budget Review and Budget Preparation

Policies and Guidelines discussing the state's priorities, revenue projections, and budget request guidelines.

Using B&F's guidelines, the UH vice president for Budget and Finance/CFO, in collaboration with the University Budget Office (UBO), the three vice chancellors for Administration (VCA) of the four-year campuses, and the associate vice president for Administrative Affairs of the community colleges (AVPAA), discuss the parameters that will be used in building the UH System budget. Subsequently, the AVPAA shares the parameters to be used in constructing the budget with the community colleges' chancellors and vice chancellors of Administrative Services. Incorporating individual budgets from each college, UHCC coordinates, compiles, reviews, and submits the annual budget to UBO for the community colleges.

At the college level, financial planning and budget development are led by KCCPs 1-6 (Review of Established Programs) and 1-8 (Integrated Planning). The campus-level operating budget remains a fluid and constantly evolving working document until the university's general fund appropriations are finalized by the governor, which may not happen until late in the fall or sometimes into the spring semester. As a starting point for the beginning of the academic year, the college uses a traditional methodology which initially allocates each division or unit a base budget, which may be proportionately decreased to bring the college's total expenditures in line with the BOR-approved budget. These base budgets may also be decreased throughout the fall semester, as necessary, in response to budget restrictions enacted by the governor, lower-than-expected enrollment, or other UH or UHCC system-imposed funding reductions.

Once the budget is finalized by the governor, the college will allocate budget surplus to programs and services through its APRU process while maintaining the five percent minimum reserve and any additional operating contingency reserves necessary to reasonably assure its financial stability (see Standard III.D.1). The APRU process gathers input from campus constituencies to identify priority budget requests per KCCP 1-6. Approved APRU requests, together with the base budgets, constitute the final operating budget for the campus.

Analysis and Evaluation

An example of following processes for financial planning is provided by the Budget Policy Paper Framework for Fiscal Biennium 2021-23 that was submitted to the BOR (see p. 50) as required under RP 8.204 (University Budgets). The campus follows its policies on integrated planning and awarding additional budgetary dollars for APRU requests.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The University of Hawai'i weighs its requests for state funding support in concert with its own revenue development based on a multiyear financial forecast that incorporates projections of tuition and fees revenues and general funds appropriations from the state. Historically, approximately 80 percent of the college's operating revenues come from general funds (see Financial Summary). Budget development evaluates actual revenue and expenses incurred by campus programs/departments

(three-year review); known program or department needs and special campus initiatives in order to ensure distribution of resources while balancing campus obligations of fixed expenses.

Financial sustainability is part of the evaluation of programs offered or proposed by the college, per EP 5.201 (Approval of New Academic Programs and Review of Provisional Academic Programs). Metrics such as enrollment, majors to faculty, and financials are a component of the program review process, allowing for three- and five-year comparisons on the fiscal performance of programs and services.

Both the high-level and the campus-level operating budgets for the college are prepared according to the assumptions, parameters, and requirements of the University of Hawai'i's Budget Policy Papers. For the high-level operating budget and CIP budget, this compliance is assured through the BOR's approval of both the policy paper and the resulting budgets.

Kaua'i CC also supplements its operating revenues with extramural funding, primarily donations administered through the UH Foundation and federal grants. Since the majority of these funds are temporary, the college uses a very conservative approach and generally does not use these "soft" monies to fund its ongoing or core operations. Instead, it uses these revenues to pilot new or expanded programs and services with the goal of permanently funding successful programs or expansions as the budget allows.

Analysis and Evaluation

The UH System allocates resources to its campuses based on the multiyear forecast and funding approval by the governor. At the campus level and within this accreditation cycle, Kaua'i CC has taken several actions on programs as a result of evaluating financial sustainability. For example, Geographic Information Systems Certificates were stopped out in fall 2021 and terminated in fall 2022 due to low enrollment; the Accounting Office Assistant Certificate was stopped out in fall 2021 and terminated in fall 2022 due to low enrollment and technology advances in the field, as recommended by the program's advisory board; the first-year cohort of the Culinary Arts program was stopped out in fall 2023 due to low enrollment and to revamp the program to face the current realities of the employment environment of the community; the Creative Media AS degree was approved by the BOR for permanent status in the fall of 2023 (p. 2) as a result of growing enrollment and successful job placements; and the Carpentry Technology program was expanded to the Kaua'i Community Correctional Center (KCCC) in summer 2024 to develop a pipeline of students into the program.

Kaua'i CC currently manages more than $6.7 million dollars in extramural grant funds that support initiatives, including supporting Hale Mālama, creating the Kipuka Center for Native Hawaiian students, and expanding access to distance education for post-associate degrees. Donations to the college come through the UH Foundation and are allocated according to the donors' wishes. Examples of partnerships include donations from businesses for program equipment, collaboration with Island School and Kawaikini Charter School for preschool and charter school offerings, and support for the food pantry.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

As prescribed by EP 8.204 (University Audits) the UH vice president for Budget and Finance/CFO is ultimately responsible for the development and maintenance of adequate financial controls across the UH System. To that end, the university has a comprehensive set of administrative procedures (AP) which establish numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications. The linked table categorizes these procedures by their underlying transaction cycle or as a general internal control procedure for those that relate to all transaction cycles.

Furthermore, UHCC has instituted several additional procedures to provide guidance and direction to the community college campuses on establishing and maintaining a strong internal control environment and the responsible stewardship of the college's financial resources [e.g., UHCCP 8.200 (Financial and Operational Oversight of Revenue Generating Programs) and UHCCP 8.201 (Unrestricted Fund Reserve – General, Special and Revolving Funds)].

Changes to the budget are relayed within the college through several channels: the VCAS communicates changes to the Chancellor's Cabinet and the College Council, so they may disseminate this information to their constituents; updates on the college's budget are highlighted at convocation each semester; and each unit's budget is updated to reflect changes such as increases from approved APRU requests or reductions due to unexpected revenue shortfalls.

Financial management practices are regularly reviewed by the Administrative Services Office, the Community College System Budget and Finance Office, and, occasionally, the University's Office of Internal Audit, which reports directly to the BOR. The results of these reviews are used to update or improve the college's internal control systems.

The VCAS distributes UHCC's budget execution documents for discussion at the College Council. These documents are also posted on the UHCC Budget Planning and Finance website.

Analysis and Evaluation

Internal controls are evaluated through an annual audit of the UH System, and CFS & A-133 audits are posted on the UH System Financial Management Office website. Audits are overseen by the BOR's Committee on Independent Audit. The Office of Internal Audit (IA) reports directly to this committee, which is responsible for approving the IA's annual Audit Plan (e.g., IA's fiscal year 2023 Audit Plan on pg. 16). The fiscal year 2022 financial statement audit opinion was unqualified, and the fiscal year 2022 Audit of Financial Statements Performed in Accordance with Government Auditing Standards (Single Audit) did not identify any internal control deficiencies over compliance that are considered to be material weaknesses. External auditors also issue an Internal Controls and Business Issues Report to the BOR, which lists any findings related to internal controls, identifies the responsible parties for the findings, and details their responses and corrective actions. The BOR Audit Committee is responsible for ensuring that all audit findings are addressed in a timely manner.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and

reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

In order to ensure the credibility of the university's financial budgets as required by RP 8.204 (University Budgets), every year the BOR reviews the high-level annual operating budget that forms the basis for the detailed operating budget developed by the campus.

To ensure the accuracy and completeness of all financial reports used by the college, the annual operating budget is compared to the prior fiscal year's actual results. Variances are explained to the BOR; current fiscal year quarterly budget to actuals are reviewed with the BOR. The UHCC system office periodically reviews general fund and TFSF budgets, including revenue and expenditure projections, with campus vice chancellors, and adjustments are made as needed.

Kauai CC's commitment to its student learning programs and services is evident from the large proportion of fiscal resources allocated to these areas. Funding allocations over base-budgeting are made to divisions or units through the APRU process, detailed in Standard I.B.9, which serves as the college's integrated planning and resource allocation process.

Analysis and Evaluation

The college adheres to Generally Accepted Accounting Principles (GAAP), and allocates the majority of its resources to support student learning programs and services. It seeks BOR and external auditor reviews to validate accuracy of its financial documents as described in III.D.5.

The Business Office conducts a monthly review of each program, department, and unit budget to evaluate the effectiveness of internal controls and compliance with budget limits.

For the past three years, from fiscal years 2021-23, the campus-level operating budget (e.g., general funds; tuition and fees) has been highly accurate, within a 1.54 percent, 8.6 percent, and -12.67 percent variance, respectively, when compared to the actual revenues and expenditures for the corresponding period. The percent variances to budget are detailed in the fiscal years 2021-23 Actual to Budget Variance Summary.

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

Evidence of Meeting the Standard

The UH System undergoes an annual audit as an external check on the effectiveness of internal controls. According to EP 8.204 (University Budget), the vice president for Budget and Finance/chief financial officer is charged with providing support to vice presidents and chancellors who are responsible for implementing remedies and responding to the auditors' recommendations accepted by the university.

The college process responding to audit findings is twofold. Affected units and administrative or support unit staff discuss and develop corrective action plans, which may include recording

transactions to correct errors. Existing procedures are changed or new procedures are developed, which may incorporate staffing changes, training, or the implementation of new systems. Afterward, corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as Office of Research Services (A-133 audit corrective action plans). Corrective action plans identify the individuals responsible for implementing corrective actions and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor. These are submitted, reviewed, and approved by the BOR.

Analysis and Evaluation

The UH System undergoes an annual audit by an external auditor. Audit reports are posted on the UH Financial Reporting website. Since the last self-study, the college has had no audit findings. Should the college receive an audit finding, it would make timely and corrective action to address the issue. The college would discuss the finding with the affected departments to ensure clear communication of the reason for the finding and any necessary internal control improvements to prevent repeat findings.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The BOR's Committee on Independent Audit (audit committee) and Office of Internal Audit (OIA) are charged with the duty to evaluate and assess the university's internal control systems for validity and effectiveness and to ensure the results of these assessments are used for improvement (see Bylaws). In addition to the university's external audits, OIA performs internal audits of various programs and processes. Both external and internal audits consider the university's internal control systems, and areas of concern are reviewed with the audit committee and the BOR.

The independent Accuity auditors report for the 2022 consolidated financial statements indicated that the auditors had no reservations concerning the UH System's financial statements (see Standard III.D.5 for audit reports).

Analysis and Evaluation

Since the last accreditation visit, the college had no findings related to the Single Audit (formerly the A-133 Audit) and no other findings identified in the Internal Control and Business Issues Reports. Corrective action plans, of which the college had none, are discussed in Standard III.D.7.

The UHCC system evaluates the effectiveness of past fiscal plans and may adjust allocations accordingly. It is notable that approximately 90 percent of the campus budget is allocated by UHCC. Annual fiscal goals for UHCC are discussed among vice chancellors for Administrative Services and the UH VPAA for campuses to execute the upcoming fiscal year. For example, when the COVID-19 pandemic hit, UHCC was uncertain of the economic impact and each campus reduced their expenditures accordingly to increase reserves. Kaua'i CC met this goal. The reserve funds increased from approximately $300,000 to approximately $5,000,000.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for

appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The campus maintains adequate financial resources to ensure long-term financial stability per UHCCP 8.201 (Unrestricted Fund Reserve – General, Special and Revolving). Accordingly, the college sets aside a separate unrestricted reserve fund in addition to its unrestricted operating fund cash balances and meets the 5-10 percent reserve requirement of EP 8.210 (Systemwide Financial Reserves), EP 8.203 (Reserve Policy), and UHCCP 8.201. Reserves provide financial stability in case of emergencies, temporary downturns in enrollment, or significant one-time investment opportunities that support educational improvement and innovation.

The Office of Risk Management oversees risk management for the colleges within the UH System, administers its program of insurance and self-insurance, and develops various risk and loss control programs. Furthermore, the UH System is partially or entirely self-insured for certain risks such as unemployment claims and workers' compensation claims. The State Risk Management and Insurance Administration program provides insurance coverage for university-owned and -leased vehicles; other university-owned property; and property in the care, custody, and control of the University of Hawai'i.

Analysis and Evaluation

Throughout this accreditation cycle, Kaua'i CC met or exceeded reserve minimums established by UHCC. Cash reserves for fiscal year 2023 meet both emergency (16 percent) and operating reserve (5-10 percent) minimum targets. Hence, a contingency plan has not needed to be implemented.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

A variety of financial management policies, procedures, and evaluation tools are used to plan, project, monitor, and maintain financial integrity across financial aspects of the college [EP 8.201 (Cash Management and Short-term Investment of Operating Funds and RP 8.207 (Investments)]. Reports and management tools used to monitor extramural, loan funds, and non-extramural funds include monthly budget status reports, monthly cash management reports, and Kuali Financial System (KFS) reports.

The UH General Accounting Office and the Office of Research Services (ORS), in collaboration with campus fiscal and grant staff, oversee grant awards to ensure that they are managed in accordance with regulations, internal restrictions, and laws governing the agreements. Entities follow UH policies, such as AP 12.401 (Procedures for the Preparation and Submission of Proposals to External Sponsors and the Review/Approval Requirements for Sponsored Agreements), AP 12.408 (Effort Reporting), and AP 12.412 (Extramural Closeout Procedures). Each month, the Business Office furnishes the Office of Institutional Effectiveness with a Grant and Contract Summary of all active extramural funding for the college. Also, each principal investigator receives individual reports that provide a quick review of remaining award balances and a side-by-side view of award to actuals per account.

Kaua'i CC participates in the following federal financial aid programs: 1) Federal Pell Grant, 2) Federal SEOG Grant, 3) Federal Work Study, 4) Federal Direct Subsidized Loan, and 5) Federal Direct Unsubsidized Loan. State aid and scholarships are also administered through the Financial Aid Office, consisting of 1) B Plus Scholarship, 2) Second Century Scholarship, 3) Opportunity Grant, 4) Native Hawaiian Tuition Waiver, and 5) Hawai'i Promise Scholarships. The majority of scholarships are managed through the UH Foundation and administered via the Financial Aid Office. All disbursements are made within 10 days prior to the start of the semester in accordance with the UH System's timeline.

The Financial Aid Office administers all federal Title IV financial aid in accordance with UH System policies and procedures and federal regulations. Compliance is ensured by a system of checks and balances with various government databases (COD, CPS, NSLDS, studentaid.gov) along with coordinating processes with other departments on campus such as the Business Office and Registrar. Examples include monthly reconciliations for various financial aid programs amongst financial aid, business office, and government sites; daily import of files from various government sites (CPS, NSLDS, COD) and ensuring any rejected records are corrected; weekly withdrawal reports to identify any needed return of Title IV fund (R2T4) calculations; administering Pell Grants/direct loans with established amounts set forth from Department of Education; and a verification process to ensure no conflicting information, prior to awarding, for those selected for verification from Department of Education.

The UH Foundation manages monies from scholarships, fundraisers, and donations. These are monitored by the foundation's internal control system, and the foundation is responsible for ensuring that properly authorized transactions are processed in a timely manner and that disbursements comply with account restrictions and this policy.

Analysis and Evaluation

Kaua'i CC practices effective oversight of finances for all its programs including financial aid, grants, externally funded programs, and other organizations or foundations by adhering to the policies and procedures detailed above. The loan default rate has dropped from 9.8 percent for the fall 2018 cohort to 7.2 percent for the fall 2019 cohort and to zero percent for the fall 2020 cohort. Further evidence of effective oversight is the lack of findings in financial audit reports since the last reaffirmation of accreditation.

The university is required to have a financial and compliance audit since it expends $750,000 or more in federal awards during the fiscal year. The fiscal year 2022 audit found that the university complied in all material respects with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.

Another example of how the college assesses effective oversight of finances is completion of program reviews by the Financial Aid Office. These program reviews analyze student outcomes and other key indicators of performance to continuously assess and improve practices.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans,

and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Kaua'i CC participates in short-term and long-term planning as noted in Standards I.B.9, III.B.2 and III.D.1. Long-term planning uses multiple resources, including multiyear financial forecasts that are presented to the BOR Committee on Budget and Finance Committee and six-year CIP expenditure plans that are reviewed and updated annually (see III.D.1). UH System assessments for revenue bond debt service payments are built into the annual operating budget as well as multiyear financial forecasts.

Financial plans incorporate payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The same information is used in annual budgets and other fiscal planning efforts. All fringe benefits for general-funded positions are incurred and paid directly by the state. The college is responsible for paying for fringe benefits for all other types of employees; however, the benefit plans are all managed directly by the state.

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

The college allocates resources to cover its liability payments and designates funds or reserves to address long-term obligations. No funds are directed to actuarially developed plans for OPEB obligations.

Analysis and Evaluation

Kaua'i CC maintains a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the college considers its long-range financial priorities to assure financial stability. Furthermore, the vast majority of employee benefit costs, particularly pension and OPEB, are borne directly and entirely by the state.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The university's proportionate share of both OPEB (see note 12 on page 68 of the fiscal year 2022 audited financial statements) and pension (see note 11 on page 60 of the fiscal year 2022 audited financial statements) liabilities are actuarially determined by the State of Hawai'i. These estimated liabilities are adjusted by the state annually and included in the university's audited financial statements.

The State of Hawai'i pays for OPEB and pension costs for general funded employees. The college is only responsible for reimbursing the state for OPEB and pension costs for non-general funded employees.

Reimbursement is made to the state after each payroll and is based on fringe benefit rates determined

and assessed by the state. Current fringe rates can be found on ORS' website. OPEB and pension are assessed per employee with each pay period. Budgets include all projected fringe costs, including OPEB and pension assessments.

Analysis and Evaluation

Non-general funded positions make up less than five percent of its OPEB eligible employees. The university's annual OPEB cost for non-general funded employees is calculated based on the annual required contribution (ARC) of the employer, an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board (GASB) Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employer's OPEB obligations for non-general funded positions are fully recognized and accounted for in UHCC non-general fund financial plans.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Debt service payments are made by the University of Hawai'i, and Kaua'i CC is assessed its portion of these payments. All debt service assessments are included in the annual budget as well as the multiyear financial forecast. The college calculates the amount of locally-incurred debt and allocates adequate resources for its repayment. The percentage of the budget used to repay locally-incurred debt was approximately zero percent in fiscal year 2023. Funds are transferred from the college to UHCC on an annual basis for repayment of these debt instruments.

Analysis and Evaluation

Kaua'i CC reviews and manages locally-incurred debt annually and allocates adequate resources for repayment. During the current accreditation cycle, revenue bonds were used to finance the college's energy conservation and alternative energy projects.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Debt service is paid centrally by the UHCC System Support unit with annual reimbursement from campuses based on energy savings for each campus. The funds for this debt service reimbursement are allocated annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement is approximately 1 percent.

Policies and procedures guide auxiliary services, fund-raising, and grants at the college. For instance, auxiliary activities such as the cafeteria and the Wellness Center are operated for the benefit of the

college's students, faculty, and staff. Auxiliary activities are reviewed annually in accordance with

UHCCP 8.200 (Financial and Operational Oversight of Revenue Generating Programs), and AP 8.025 (Fiscal Responsibilities Within the University) requires that the funds be used in accordance with state and federal requirements and the purpose of the funding source.

Guidelines for acceptance of gifts and fundraising activities are in place to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices [RP 8.209 (Gifts), RP 8.210 (Fund Raising), EP 8.209 (Fund Raising), and AP 8.620 (Gifts). Management of grant funds follow AP 8.926 (Administrative and Financial Management Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai'i), AP 12.411 (Subrecipient Monitoring), and EP 12.102 (Authority to Sign and Execute Extramural Research and Training Contracts/Grants, Agreements and Contract Assignments and Releases). These policies and procedures were developed to ensure that the college is compliant with federal Office of Management and Budget circular requirements (e.g., 2 CFR 200).

Analysis and Evaluation

University policies and procedures require that bond funds be used in accordance with state and federal requirements, the mission and goals of the university, and the purpose of the funding source. Guidelines, processes, and internal control systems are in place and regularly updated to ensure that all financial resources (e.g. bond proceeds, auxiliary activities, fund-raising, and grants) are used with integrity. Additional information on management of auxiliary activities, fund-raising efforts, and grants is discussed in Standard III.D.10.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Kaua'i CC follows UH administrative procedures to ensure that it complies with federal requirements with regard to its use of other federal funds or assets. Although most of the college's federal contracts, grants, and awards are administered by the Research Corporation of the University of Hawai'i (RCUH), the college's principal investigator and fiscal administrator are ultimately responsible to ensure federal funds and assets are expended and managed in compliance with all federal and university policies, procedures, and requirements.

Analysis and Evaluation

Each UHCC campus is audited annually, as discussed in Standard III.D.8. Kaua'i CC has not received a finding since the last accreditation cycle. Furthermore, the college monitors student loan default rates annually by a three-year cohort, and rates have been below 15 percent since the 2017 cohort. Action plans implemented in 2018 led to a further decline in student loan default rates (e.g., 2019 cohort was 7.2 percent).

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The University of Hawai'i System's EP 8.200 (Contracts and Signing Authority) and UHCCP 8.102A (Affiliation Agreements, Sponsored Class, and Sheltered Class Memorandum of Agreements) set standard provisions that should be in all contracts, detail the approvals and signing authority required to enter written contracts, and identify priority contracts requiring additional scrutiny. The Business Office reviews all contracts and may consult with the Office of Risk Management or the Office of General Council to review documents to ensure that non-procurement related contracts or agreements contain appropriate provisions to maintain the integrity and quality of the college's programs, services, and operations, and comply with university policy. Documents are only executed after this review process has been completed and the chancellor concurs that the contract or agreement supports the mission and goals of the college. Additionally, Business Office staff ensure all procurement and extramural funds-related contracts comply with the applicable UH administrative procedures.

Analysis and Evaluation

Kaua'i CC has a variety of contractual agreements that align with its mission. Contracts require approvals that include the fiscal officer, VCAS, and the chancellor. Contractual agreements are subject to applicable UH System policies and procedures. Furthermore, contracts over $25,000 are reviewed by the UH System Procurement Office, which ensures they conform to requirements and procedures including EP 8.105 (Delegation of Authority to Execute Contracts for Goods, Services, and Construction; Granting Concessions and Cooperative Agreements), EP 8.107 (Delegation of Authority to Execute Contracts Goods, Services, and Construction Less Than $25,000), and RP 8.201 (Contracts and Official Documents). Oversight by the Office of the Vice President for Community Colleges (OVPCC) is provided through post-audit reviews of affiliation agreements and sponsored or sheltered class agreements to ensure that the college maintains its integrity in contractual agreements.

Examples of Kaua'i CC following these policies include agreements between the college and sites for clinical experience for students in the Medical Assisting and Nursing programs and agreements between the college and local high schools for Early College classes offered on high school campuses.

Conclusions on Standard III.D: Fiscal Resources

Kaua'i CC meets Standard III.D.

Improvement Plan(s)

None

Evidence List

III.D.1-1	UHCC Policy 8.200 (Financial/Operational Oversight of Revenue Generating Programs)
III.D.1-2	UHCC Policy 8.000 (General Funds, Tuition and Fees, and Special Fund Allocations)

III.D.1-3 State Laws (Act 161, SLH 1995)
III.D.1-4 Hawai'i Revised Statutes §304A- 2153
III.D.1-5 UHCC Policy 8.201 (Unrestricted Fund Reserves)
III.D.1-6 Performance Funding Outcomes 2024
III.D.1-7 Operating Budget Estimate FY24
III.D.1-8 Budget to Actuals June 2024
III.D.1-9 BOR Committee on Budget and Finance Minutes (Nov. 2022)
III.D.1-10 KCC Policy 1-6 (Review of Established Programs)
III.D.1-11 FY24 Program Review Resource Request Allocations
III.D.1-12 FY23 Program Review Resource Request Allocations
III.D.1-13 Audit Results 2022
III.D.2-1 KCC Strategic Plan 2023-2029
III.D.2-2 UHCC Strategic Plan 2023-2029
III.D.2-3 UH Strategic Plan 2023-2029
III.D.2-4 RP 8.204 (University Budget)
III.D.2-5 UHCC Budget, Planning, and Finances Webpage (Screenshot)
III.D.2-6 Current and Previous Budgets (Webpage)
III.D.2-7 Campus Budget Reports
III.D.2-8 Administrative Services Convocation Presentation Fall 2022
III.D.2-9 Administrative Services Convocation Update Spring 2023
III.D.2-10 College Council Minutes March 2024
III.D.2-11 KCC Policy 1-8 (Integrated Planning)
III.D.3-1 RP 8.204 (University Budget)
III.D.3-2 State of HI Budget Preparation and Policy Guidelines
III.D.3-3 KCC Policy 1-6 (Review of Established Programs)
III.D.3-4 KCC Policy 1-8 (Integrated Planning)
III.D.3-5 Program Review Resource Requests Allocation FY23
III.D.3-6 Budget Policy Paper Framework BOR October 2020
III.D.4-1 Multi-year Financial Forecasts 2022-2028
III.D.4-2 EP 5.201 (Approval of New and Review of Provisional Academic Programs)
III.D.4-3 Culinary Arts Stop-out Letter
III.D.4-4 Creative Media Permanent Status BOR November 2023
III.D.4-5 KCCC MOA
III.D.5-1 EP 8.204 (University Audits)
III.D.5-2 Internal Controls Policies and Procedures Table
III.D.5-3 UHCC Policy 8.200 (Financial/Operational Oversight of Revenue Generating Programs)
III.D.5-4 UHCC Policy 8.201 (Unrestricted Fund Reserve)
III.D.5-5 Campus Budget Reports
III.D.5-6 UH System Financial Management Office Website
III.D.5-7 FY23 Audit Plan June 2022
III.D.5-8 FY22 Annual Financial Report
III.D.5-9 FY22 Single Audit
III.D.5-10 Internal Controls and Business Issues Report
III.D.6-1 RP 8.204 (University Budget)
III.D.6-2 FY21-23 Budget to Actuals
III.D.7-1 EP 8.204 (University Audits)
III.D.7-2 UH Budget and Finance Website
III.D.8-1 BOR Bylaws Table of Contents

III.D.9-1 UHCC Policy 8.201 (Unrestricted Fund Reserves)
III.D.9-2 EP 8.210 (System wide Financial Reserves)
III.D.9-3 EP 8.203 (Reserve Policy)
III.D.9-4 Reserve Status Report June 2023
III.D.9-5 UH Office of Risk Management Webpage
III.D.9-6 UH Insurance Webpage
III.D.10-1 EP 8.201 (Cash Management and Short-term Investment of Operational Funds)
III.D.10-2 RP 8.207 (Investments)
III.D.10-3 AP 12.401 (Procedures for Preparation/Submission of Proposals to External Sponsor)
III.D.10-4 AP 12.408 (Effort Reporting)
III.D.10-5 AP 12.412 (Extramural Closeout Procedures)
III.D.10-6 UH Foundation Webpage
III.D.10-7 College Navigator Default Rates
III.D.10-8 BOR Independent Audit Meeting Minutes April 2023
III.D.10-9 Program Review 2022 (Financial Aid)
III.D.11-1 Multiyear Financial Forecasts 2022-2028
III.D.12-1 FY22 Annual Fiscal Report
III.D.12-2 ORS Fringe Rates Webpage (Screenshot)
III.D.14-1 UHCC Policy 8.200 (Financial/Operational Oversight of Revenue Generating Programs)
III.D.14-2 AP 8.025 (Fiscal Responsibilities Within the University)
III.D.14-3 RP 8.209 (Gifts)
III.D.14-4 RP 8.210 (Fund Raising)
III.D.14-5 EP 8.209 (Fund Raising)
III.D.14-6 AP 8.620 (Gifts)
III.D.14-7 AP 8.926 (Administration and Fiscal Management of Extramural Research/Training)
III.D.14-8 AP 12.411 (Subrecipient Monitoring)
III.D.14-9 EP 12.102 (Sign and Execute Extramural Contracts and Grants)
III.D.16-1 UH PPIS - EP 8.200 (Contracts and Signing Authority)
III.D.16-2 UHCC Policy 8.102A (Affiliation, Sponsored Class, and Sheltered Class Memo MAs)
III.D.16-3 Contractual Agreements Table
III.D.16-4 EP 8.105 (Contract Authority for Goods, Services, and Construction)
III.D.16-5 EP 8.107 (Contract Authority for Goods, Services, and Construction under $25K)
III.D.16-6 RP 8.201 (Contracts and Official Documents)
III.D.16-7 Clinical Sites Agreements
III.D.16-8 Early College MOAs

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-

college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Ideas for institutional improvement may originate from committees (e.g., Faculty Senate proposed revising the traditional class time blocks), College Conversations (e.g., committee and campus reorganizations), divisions (e.g., Hale Mālama from Student Services), and the UH System (e.g., sharing programs across campuses). Ideas for program improvement typically arise from the program review process. Improvements to services, programs and processes have also resulted from implementation of federal grants within and across divisions (e.g., Kipuka Center, Hale Mālama, and distance education classrooms), curricula development (e.g., online business degree, partnerships with UHWO for 2+2 in secondary education and business), and input from the community through surveys and program advisory boards. Leadership ensures innovations and improvements to services, programs, and practices are channeled through the proper participatory process, most often through College Conversations per KCCP 1-2 (College Conversations) and/or the College Council per KCCP 1-7 (Establishment of the College Council).

Analysis and Evaluation

During the major shift to online instruction due to the COVID pandemic, the college used student survey data to identify remote areas of the island with poor internet access and partnered with a local internet service provider to have hotspots installed. Additionally, the college expanded its Wi-Fi network to extend throughout the parking lots so students could access courses and other online materials safely from their vehicles.

Federal grants have provided resources for the college to expand services and pilot innovative ideas. For example, Hale Mālama was created with the goal of providing integrated, centralized, holistic student support services through a case-based management support system as part of the Title III Kahua Paepae Grant. Basic needs support has been expanded with the implementation of an open-access food pantry that is supported by the county food bank and donors.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College Council is the primary forum at Kaua‘i CC for regular and in-depth dialogue among

stakeholders regarding the college mission, strategic planning, priority setting, policy development, and budget development, as defined in KCCP 1-7 (Establishment of the College Council). The council is an advisory body to the chancellor charged with overseeing the development and updating of key plans and policies to ensure that college actions are aligned with the college mission and strategic goals. This widely inclusive forum, composed of representative administrators, faculty, students, and classified staff, also encourages and supports collaboration and the campus-wide, two-way flow of information. The agendas and minutes for the College Council meetings are shared with all employees and the Associated Students of the University of Hawai'i - Kaua'i Community College (ASUH-KCC) student government representatives. Meetings are open to all members of the college.

College-wide standing committees [KCCP 1-3 (College-Wide Standing Committees)] report to the College Council to help address campus-wide issues and revise or, if necessary, initiate appropriate policies through a committee representative.

Faculty Senate (FS), Staff Senate, ASUH-KCC, and Makaloa Council are governing bodies that report directly to the chancellor and/or UH System governing groups. Makaloa Council, for example, has many functions per its charter, including ensuring Native Hawaiian participation and perspective on hiring committees via KCCP 2-2 (Makaloa Hiring Policy). The chancellor may also develop special ad hoc committees to further research topics that have college-wide implications or are broader than a single committee or council. For example, during the fall 2023 semester, the interim chancellor convened an ad hoc New Employee Orientation Committee to implement a year-long, coherent set of engaging activities to introduce 'āina-based values to new employees which would create connection and longevity.

The Faculty Senate is the body for faculty governance at the college and is given this authority by RP 1.201 (Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development). Both the Curriculum Committee and Distance Learning Committee are subcommittees of FS. This structure gives the faculty the appropriate authority over matters of curriculum and instruction. The creation, modification, and review of academic policies begins with the FS, per KCCAP 4-17 (Process for New or Modifications to KCC Academic Policies).

Kaua'i CC's elected student government organization ASUH-KCC assigns student representatives to college committees to capture the voice of students on appropriate matters of interest. ASUH-KCC is structured to include a representative for each of the college's academic divisions (Article V, section 1).

Analysis and Evaluation

Kaua'i CC has policies and procedures in place to ensure faculty, staff, and students participate in decision-making. For example, in spring 2023, the search for a new chancellor began. Following UHCCP 9.210 (Recruitment, Selection, and Appointment of Community College Chancellors), faculty, student, staff, Native Hawaiian Council governance groups, and administration nominated representation from their area to serve on the Chancellor Search Committee. Each member participates in all aspects of the process, including review of all applications in accordance with EEO/AA rules and regulations, interviews, and written assessment and scoring of the candidates.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

College policies clearly define roles in institutional governance for administrators and faculty, and both groups have substantial input into policies, planning, and budget appropriate to their areas of responsibility per KCCP 1-1 (Administration), KCCP 1-7, and KCCP 1-8 *(*Integrated Planning). These policies pertain to policy development, the membership and responsibilities of the College Council, strategic planning, integrated planning, and college mission review. Faculty involvement in institutional governance is described in RP 1.210 (Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development), which is the foundation of the FS. The R-20 section of the UHPA-BOR Contract Agreement (p.109) delineates the areas of responsibilities among administration, faculty governance, and the faculty union.

Analysis and Evaluation

All employee groups actively participate in planning, policy development, and resource allocation through the College Council (see IV.A.2). Minutes from the College Council demonstrate the council representative in specific areas of responsibility presenting policies for review, input, and discussion.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

College procedures describe faculty and academic administrator responsibilities regarding curriculum and student learning programs and services [i.e., KCCAP 4-12 (Procedure for Processing Proposals and Reviews for Credit Courses and KCCP 4-2 (Division Chairs)]. Faculty responsibilities for curriculum and other academic matters are also described in RP 1.210 (Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development).

Division faculty meet monthly during the academic year to discuss topics including curricula, student achievement, barriers to student success, course alignment and scheduling, and assessment. When course or program curricula are created or modified, the division internally creates and reviews proposals before sending them to the Curriculum Committee, which is a standing subcommittee of the FS that includes the and Review of Provisional Academic Programs). The program proposal process is summarized in this flowchart.

VCAA and faculty from each academic division and student affairs. All curricular decisions are reviewed and approved by the VCAA and the chancellor.
When a new academic program is proposed or major modifications are made to an existing program, the process expands to include UH System administrators, as indicated in EP 5.201 (Approval of New Academic Programs

Analysis and Evaluation

Campus and system policies and procedures are in place regarding the role of faculty and administrators for curricula as evidenced by the process followed in the development of this new course, Human Development.

In 2020, it was discovered that the accreditation liaison officer (ALO) was not included in the program approval loop as curricula were developed or modified, creating a potential gap in information flow for changes that required ACCJC substantive change review. An internal form was created and added to the curricular process for programs titled "When to Submit a Substantive Change Inquiry to ACCJC", and coding in the curricular software package, Kuali, was updated to include the ALO in the workflow process.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Appropriate Consideration of Relevant Perspectives:
The College Council consists of representatives from all areas of campus (student government, staff, faculty, and administrators) with diverse perspectives and meets semimonthly to address issues of concern to the college or campus community [KCCP 1-7 (Establishment of the College Council)]. To encourage the broadest participation in this forum, agendas are emailed to all campus constituents, and all employees and students are welcome to attend.

College Conversations further demonstrate Kaua'i CC's desire to address key issues with as many campus stakeholders as possible. As described in KCCP 1-2 (College Conversations), students, staff, faculty, or administrators may propose a conversation topic, and the entire campus is invited to attend. The informal, interactive format of College Conversations encourages people from all parts of the campus to work together and share perspectives. Recent topics included: strategic planning, Quality Focus Essay project development, Enrollment Management Plan, sustainability, reorganization, and students' preferences for information delivery from the college.

Kaua'i CC has policies that specify governance roles for faculty and students (see also Standard IV.A.3). The faculty's role is described in RP 1.210 (Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development) which states, "[T]he faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research." Faculty also have a primary role in the development of academic policies through the FS according to KCCAP 4-17 (Process for New or Modifications to KCC Academic Policies), as described in IV.A.2.

Additionally, KCCP 1-1 (Administration) states that all policies will be reviewed at least every five years, whereas KCCP 1-8 (Integrated Planning) describes the review timeline for the college mission. A timeline for review of academic programs and other units of the college is provided in KCCP 1-6 (Review of Established Programs). This policy also defines how and when updates to the review process should be made. The college's curriculum process sets a five-year review period for courses so that curricula remain relevant to both the profession and local workforce needs. Outcomes of these course reviews are reported in the comprehensive program review, which are required every five years.

Analysis and Evaluation

Communication regarding policy changes was discussed at the College Council, and as a result, KCCP 1-1 was modified at the February 2019 College Council meeting to include wording that the director of institutional effectiveness and University Center will email policy updates to the campus within 30 days of approval by the chancellor.

As an example of a recent timely action on curricular changes, the Early Childhood Education Practitioner Certificate program was proposed using existing courses on September 16, 2022 to align with peer colleges in the UHCC system. The program was approved by the Curriculum Committee, VCAA, and chancellor on November 29, 2022, and a substantive change inquiry was submitted to ACCJC on November 29, 2022. ACCJC communication was posted to the college's accreditation website. The timely action of the committee and associated members of the college, following its established processes, allowed the new program to be offered starting in fall 2023.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The primary policy on decision-making is KCCP 1-7 (Establishment of the College Council), which describes how the College Council operates as a recommending body to the chancellor. Representatives from each division and unit discuss issues brought to the College Council with their constituent groups and provide feedback to the council. Recommendations to the chancellor by the council are recorded in minutes which are distributed to the entire campus.

The chancellor keeps the campus apprised of new developments and initiatives at the start of each semester during convocation and semi-monthly through chancellor updates at the College Council. Additionally, the VCAS provides campus budget updates, including decisions made on resource allocations, at both convocation and semimonthly College Council meetings. The director of institutional effectiveness and University Center also keeps the campus abreast of accreditation actions and updates at both College Council meetings and through convocation presentations.

Analysis and Evaluation

As an example, the campus followed procedures in KCCP 1-8 (Integrated Planning) to begin the mission statement review process in 2022. The recommendation to retain the current mission statement was based on a campus-wide survey, input from the Friends of KCC community group, college task force, and was submitted to the College Council for review, discussion, and approval by the chancellor in September 2023.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The three main governing bodies at the college are the College Council, Faculty Senate, and ASUH-KCC Student Government.

The policy KCCP 1-7 (Establishment of the College Council) describes the role of the College Council and identifies its membership. The College Council was evaluated by a survey given to faculty, staff, and administrators in January 2024. Areas where the campus reported strengths were familiarity with the college mission (82 percent), discussion, developing and implementing ideas to improve the division or unit (74 percent), and communication from their supervisor (74 percent). Areas for improvement include communication, campus-wide decision-making, making program review more meaningful, and addressing issues in the College Council.

In spring 2023, the Faculty Senate undertook a self-evaluation survey given to all faculty. Results were shared and discussed at the May 12, 2023 meeting. The outcomes were to ensure that division FS representatives are sharing important FS discussions with their constituents regularly. It was also discussed that FS would engage campus administration proactively. This includes having the FS Executive Committee hold meetings with the full administration at the start of each semester.

In fall 2023, ASUH-KCC Student Government administered a self-evaluation survey to students. Respondents reported that the student government operated with integrity (67.2 percent) and that the association represented perspectives and concerns of students (65.4 percent). An area identified for improvement is communicating the identity of division representatives, as 67.3 percent were unsure or did not know.

Analysis and Evaluation

The interim chancellor developed a group to review the makeup of the College Council to ensure appropriate representation and reduce the size of the council to relieve some of the burden of committee service for individuals. The College Council has also been reviewing its standing subcommittees [KCCP 1-3 (College-Wide Standing Committees)] to assess whether all were still needed or if others should be developed to align with current campus needs. Members sought input from constituents and discussions were held in March 2023. As a result, several committees with similar functions were combined and other committees that rarely met or did not align with ongoing college needs were eliminated.

Results from the College Council Survey were reported at the March 15, 2024 meeting, and a College Conversation was held on April 16, 2024 to discuss communication and governance. An outcome was the development and implementation of a program review survey to better understand how the process could be improved for program coordinators. This survey was administered in late spring 2024. Areas identified for improvement included conducting trainings on data availability and interpretation, modifying KCCP 1-6 to improve division/unit data discussions, and providing additional assessment support by the Assessment Committee. These improvements will begin in fall 2024 and include a data training by UH Institutional Research, Analysis, and Planning Office on ARPD workforce data and additional data sources available to enhance program review. It should be noted that the impacts of these improvements may not be realized until the 2024-25 program review cycle.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Kaua'i CC meets Standard IV.A.

Improvement Plan(s)

None.

Evidence List

IV.A.1-1	KCC Policy 1-2 (College Conversations)
IV.A.1-2	KCC Policy 1-7 (Establishment of College Council)
IV.A.1-3	Student Survey Map - Permanent Residence
IV.A.2-1	KCC Policy 1-7 (Establishment of College Council)
IV.A.2-2	KCC Policy 1-3 (College-wide Standing Committees)
IV.A.2-3	KCC Policy 2-2 (Makaloa Hiring Policy)
IV.A.2-4	New Employee Orientation Meeting Notes Fall 2023
IV.A.2-5	RP 1.210 (Faculty Involvement in Academic Decision-making and Policy Development)
IV.A.2-6	KCC Administrative Procedure 4-7 (New and Modifications to Academic Policies)
IV.A.2-7	UHCC Policy 9.210 (Recruitment, Selection, and Appointment of CC Chancellors)
IV.A.3-1	KCC Policy 1-1 (Administration)
IV.A.3-2	KCC Policy 1-8 (Integrated Planning)
IV.A.3-3	RP 1.210 (Faculty Involvement in Academic Decision-making and Policy Development)
IV.A.3-4	UHPA Contract
IV.A.3-5	College Council Minutes October 2022
IV.A.4-1	KCC Administrative Procedure 4-12 (Proposals and Reviews for Credit Courses)
IV.A.4-2	KCC Policy 4-2 (Division Chairs)
IV.A.4-3	RP 1.210 (Faculty Involvement in Academic Decision-making and Policy Development)
IV.A.4-4	Curriculum Committee Charter and Bylaws
IV.A.4-5	EP 5.201 (Approval of New and Review of Provisional Academic Programs)
IV.A.4-6	Program Proposal Process Flowchart
IV.A.4-7	Human Development Course (Approval Process Example)
IV.A.4-8	When to Submit a Substantive Change Request Form
IV.A.5-1	KCC Policy 1-7 (Establishment of College Council)
IV.A.5-2	KCC Policy 1-2 (College Conversations)
IV.A.5-3	RP 1.210 (Faculty Involvement in Academic Decision-making and Policy Development)
IV.A.5-4	KCC Administrative Policy 4-17 (New or Modifications to KCC Academic Policies)
IV.A.5-5	KCC Policy 1-1 (Administration)
IV.A.5-6	KCC Policy 1-8 (Integrated Planning)
IV.A.5-7	KCC Policy 1-6 (Review of Established Programs)
IV.A.5-8	Comprehensive Program Review Calendar
IV.A.5-9	College Council minutes February 2019
IV.A.5-10	Program Action Request (PAR) Example_ECED
IV.A.6-1	KCC Policy 1-7 (Establishment of College Council)
IV.A.6-2	IE Convocation Update Fall 2023
IV.A.6-3	KCC Policy 1-8 (Integrated Planning)
IV.A.7-1	KCC Policy 1-7 (Establishment of College Council)
IV.A.7-2	Governance Survey Presentation 2024

IV.A.7-3 Faculty Senate Minutes May 12, 2023
IV.A.7-4 Student Government Self-Evaluation
IV.A.7-5 College Council Minutes January 27, 2023
IV.A.7-6 KCC Policy 1-3 (College-wide Standing Committees)
IV.A.7-7 College Council Minutes March 24, 2023
IV.A.7-8 College Council Minutes March 15, 2024
IV.A.7-9 College Conversation on Governance and Communication Invite April 2024
IV.A.7-10 Program Review Survey Results 2024

B. Chief Executive Officer

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

Evidence of Meeting the Standard

The University of Hawai'i's EP 1.102 (Authority to Manage and Control Operations of the Campus) defines the role and responsibilities of each CEO (chancellor) in the UH System, and UHCCP 9.210 (Recruitment, Selection, and Appointment of Community College Chancellors) empowers leaders to administer BOR and UH policies, delegating to them the fiscal and signatory authority for the campus. The CEO reports to the VPCC and serves as the college's chief liaison officer to the president of the university, the president's staff, the BOR as per Regents policy 2.202 [Duties of the President & Mitigation of Conflicts of Interest (B)(5)], and the Hawai'i State Legislature.

The CEO oversees implementation of the UH Strategic Plan 2022-27 and communicates how it provides the framework for campus goals and objectives (UH Strategic Plan and UHCC Strategic Plan). The CEO also is responsible for ensuring the campus mission remains up-to-date and relevant through policies such as KCCP 1-8 (Integrated Planning). As indicated in KCCP 1-8, the chancellor is responsible for ensuring activities such as budget allocation and integrated planning remain in alignment with the campus mission.

Following EP 9.112 (Delegation of Authority for Personnel Actions), the chancellor has the final authority for all personnel hires and also must approve all position requests and job descriptions. The CEO also supports and approves professional development at the college in accordance with the college's Professional Development Plan. Furthermore, the college implements a new faculty orientation program twice a year during Convocation Week, including introductions to policy, campus values and rules, indigenous cultural values and practices, and technical information and training.

To evaluate the college's effectiveness in achieving student learning, the chancellor ensures that program learning outcomes are assessed through the annual Review of Established Programs (KCCP 1-6). Five years of program data are evaluated and action plans for improvement are linked to resource allocation requests (see Standard II.X for additional information).

Analysis and Evaluation

The CEO has primary responsibility over the aforementioned areas upholding the quality of the institution. For example, the interim chancellor revitalized and expanded the new faculty and staff onboarding program in fall 2023, which culminated in a two-day retreat in spring 2024. This program

included cultural activities and offered more opportunities for campus integration. The interim chancellor also started a weekly newsletter to improve campus communication.

2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Kaua'i CC's organizational chart and functional statement documents define the administrative structure of the college. The functional units of the college are overseen by members of the executive cabinet, as indicated on the current campus organizational chart. Cabinet members include the vice chancellor for Academic Affairs, vice chancellor for Student Affairs, vice chancellor for Administrative Services, and director of institutional effectiveness and University Center.

Analysis and Evaluation

Through cabinet discussions that focused on staffing and campus needs in 2022, it became evident that a minor reorganization was necessary to better align the campus with new strategic directions. Since many of the suggested changes were within Academic Affairs, the chancellor tasked the VCAA with surveying constituents, holding a college conversation for broader input, and providing a recommendation to the College Council for further discussion. This recent process demonstrates the role of the CEO in delegating authority to administrators and evaluating staffing needs of the campus to ensure the mission is supported.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Establishing a collegial process that sets values, goals, and priorities:

At the center of collegial processes is Kaua'i CC's College Council, the governance body for the college, which is the advisory board to the chancellor. The makeup and functioning of the College Council is defined in KCCP 1-7 (Establishment of the College Council), which states that the council "is the primary forum at the college which ensures regular and in-depth dialogue among all stakeholders about our mission, strategic planning, priority setting, policy development, and budget development." In addition,

KCCP 1-8 (Integrated Planning) defines the integrated planning process and details the responsibilities of the chancellor and the College Council for reviewing and updating the mission, strategic planning, reviewing programs, and evaluating processes.

To augment the integrated planning progress, the chancellor communicates and seeks input regarding the college's values, goals and priorities through convocations and College Conversations per KCCP 1-2 (College Conversations). Ad hoc committees may also be established by the chancellor to collect input from stakeholders and develop recommendations to assist the college in decision-making.

Ensuring the college sets institutional performance standards for student achievement:

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

Ensuring that evaluation and planning rely on quality research and analysis of external and internal conditions:

Kaua'i CC has an institutional researcher who provides the college with data, reports, and analyses. An improvement since the last ISER was the development of dashboards to improve data accessibility and better represent data visually for campus users. The UH System Office of Institutional Research generates Annual Reports of Program Data (ARPD) to assist academic programs and non-instructional units in reviewing their program's performance. The college conducts the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) every other year and posts results on the Institutional Research website. Results are used by units within Student Affairs to assess their effectiveness in meeting student outcomes. Individual faculty or programs may also request ad hoc reports from the institutional researcher to support data-driven planning and decision-making.

To understand conditions in our community, the college relies on Kaua'i-centric plans (e.g., Kaua'i CED - Strategic Plan; Kaua'i Planning and Action Alliance Youth Report), surveys (e.g., Housing Assessment; and Student Housing Survey, Native Hawai'i and Pacific Islanders in Higher Education, Percent of Students Taking Online Courses, course scheduling, basic needs), and input from advisory boards for CTE programs.

Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning:

The Annual Program Review Update (APRU) and Five-Year Comprehensive Program Review (CPR) processes require that resource requests and allocations are linked to at least one of the college's strategic imperatives that support student achievement and learning. Each year, the chancellor guides

the implementation of planning processes (fall semester) and initiates the annual review of these processes through the College Council (spring semester) as outlined in KCCP 1-6 (Review of Established Programs).

Ensuring that the allocation of resources supports and improves learning and achievement:

All requests for resources must be tied to an action plan developed within the program review process to support continuous improvement of learning and achievement. Plans are reevaluated the following year to identify if intended outcomes were met.

Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:

Included in KCCP 1-8 (Policy and Procedures for New or Revised Mission Statement and for Integrated Planning) is a plan for evaluating institutional planning and implementation processes to ensure that they remain aligned with and in support of the college's mission. For example, the CPR process is evaluated in the College Council and changes are made to improve this process. The APRU process is evaluated annually by a cross-campus team that is led by UHCC's Academic Affairs program officer.

Analysis and Evaluation

The college has policies in all of these areas, and they are followed by the chancellor. Some examples of research and analyses used to inform decision-making and improvement of student achievement were two campus-led surveys regarding course scheduling and student basic needs. Outcomes informed improvements to the spring and fall 2023 course schedules and led to the establishment of a food pantry in the Hale Mālama Center in 2021.

The chancellor reviews the Institution-Set Standards annually and the College Conversation in spring 2022 is an example of how outcomes are communicated to highlight strengths, locate areas for improvement, and identify best practices to be scaled up across the campus.
The previous chancellor participated in the development of several Kaua'i-centric reports, including the Comprehensive Economic Development Strategy (CEDS) Report, and administered housing surveys to help inform the need for the campus.

4. **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The interim chancellor has assumed the primary leadership role for accreditation and is a member of the Standard I Research Team. Throughout the development of the Institutional Self-Evaluation Report (ISER), the former and interim chancellors appreciated receiving updates from the accreditation liaison officer (ALO) and faculty co-chair, which were shared with the campus during convocations and College Conversations. The interim chancellor also supported the ALO in participating in UHCC meetings with other ALOs and on-campus ISER training by the ACCJC staff liaison.

The chancellor works directly with the ALO, who serves on the Chancellor's Cabinet and reports directly to the chancellor. The former chancellor selected a faculty co-chair in 2022 to work alongside the ALO in planning and executing the accreditation process.

Kaua'i CC, UHCC, and UH System policies have been developed and updated to align with ACCJC Eligibility Requirements, Accreditation Standards, and Policies. When policies are up for modification or review, the relevant standards and eligibility requirements are referenced to ensure that policies remain in alignment. Faculty, staff, and administrators at the college comply with accreditation requirements through adherence to these policies. Accreditation updates by the ALO are a standing item on the agenda for College Council meetings.

Analysis and Evaluation

Chancellors have set aside time during Convocation Week and throughout the semester for collaborative work on the college's ISER and have fostered the engagement of faculty and staff in the process. In addition, the interim chancellor drafted responses to Standard I.B., participated in College Conversations that led to the two Quality Focus Essay projects, and hosted a summer 2023 cabinet retreat that focused on the ISER.

The interim chancellor also initiated an improvement to KCCP 1-1: the addition of language stating that all campus policies must align with ACCJC policies, standards, and eligibility requirements. To-date, all policies at the college are aligned with ACCJC standards and have been reviewed at least once during the past five years.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

In UHCC Policy 1.101 (Council of Community College Chancellors), the role of the seven community college chancellors in collaborating and implementing UHCC policies and procedures on their respective campuses is described. This council provides the opportunity for each chancellor to ensure new and revised policies are consistent with the institutional mission of their campus.

Campus policy [KCCP 1-7 (Establishment of College Council)] states that the chancellor "has final responsibility and authority for planning and budgeting decisions," while KCCP 1-8 (Integrated Planning) states that "Kaua'i Community College's mission and goals shall drive the planning process." This combination of policies makes the chancellor responsible for ensuring that governance decisions are linked to the institutional mission.

Per UH EP 1.102 (Authority to Manage and Control Operations of the Campus), the chancellor effectively controls budget and expenditures and relies on the vice chancellor for Administrative Services and the fiscal officer to provide support and financial oversight in administering academic and non-instructional programs. The chancellor tracks and supervises the budget process and expenditures. Since personnel is a large part of the budget, the vice chancellor for Administrative Services and the chancellor works closely to monitor position counts, as the number of positions allocated to the college are set by the UH System.

Analysis and Evaluation

In Spring of Fall 2020, the College hired a temporary HINET (SNAP Benefits) Coordinator with money appropriated from the legislature. When the legislative funding dried up, HEERF funds were allocated to fill this position. This position expanded from supporting students receiving SNAP benefits to include Basic Needs support. When HEERF funds were expended, the need for permanent personnel in this area arose from the Strategic Plan, specifically Imperative S (Develop Successful Students for a Better Future), which aligns with the college mission. This imperative has a goal of "providing necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness." Activities under "Implement a sustainable infrastructure for human needs and holistic health initiatives" aim to provide an increase in human needs support on campus for faculty, staff, and students. A permanent, G-funded position, entitled "Human Needs Coordinator" was proposed to the College Council on March 15, 2023 . The position and how it would integrate in the colleges structure were discussed. The position was voted on and approved at the April 12, 2023 College Council Meeting.

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

Evidence of Meeting the Standard

The chancellor plays an active role in the community and serves on many boards. During the past six years, chancellors were or are active on numerous community boards and committees. Roles and responsibilities vary among each of these.

Analysis and Evaluation

Numerous modes of communication have been used for communication by chancellors including press releases, information videos, radio interviews, and newsletters. The chancellor has given presentations

to various committees including the keynote address at the Kaua'i Filipino Chamber of Commerce, State of the College at Friends of KCC, and updated the Kaua'i community on campus operations in light of the continuing COVID-19 pandemic in a radio interview on May 12, 2021.

Conclusions on Standard IV.B: Chief Executive Officer

Kaua'i CC meets Standard IV.B.

Improvement Plan(s)

None

Evidence List

IV.B.1-1	EP 1.102 (Manage and Control Campus Operations)
IV.B.1-2	Chancellor Position Description
IV.B.1-3	UHCC Policy 9.210 (Recruitment, Selection, and Appointment of Chancellors)
IV.B.1-4	RP 2.202 (Duties of the President)

IV.B.1-5	UH Strategic Plan
IV.B.1-6	UHCC Strategic Plan
IV.B.1-7	Mission Statement Webpage
IV.B.1-8	KCC Policy 1-8 (Integrated Planning)
IV.B.1-9	EP 9.112 (Delegation of Authority for Personnel Actions)
IV.B.1-10	Professional Development Plan
IV.B.1-11	KCC Policy 1-6 (Review of Established Programs)
IV.B.1-12	New Employee Onboarding program
IV.B.1-13	Newsletter Example
IV.B.2-1	Organizational Chart
IV.B.2-2	Functional Statements
IV.B.3-1	KCC Policy 1-7 (Establishment of the College Council)
IV.B.3-2	KCC Policy 1-8 (Integrated Planning)
IV.B.3-3	KCCP 1-2 (College Conversations)
IV.B.3-4	UHCC Policy 4.203 (Institution Set Standards)
IV.B.3-5	Kauai County Economic Development Strategic Plan
IV.B.3-6	Kauai Youth Report
IV.B.3-7	Housing Assessment Report
IV.B.3-8	KCC Student Housing Survey
IV.B.3-9	Native Hawaiian and Pacific Islanders in Higher Education
IV.B.3-10	Students Taking Online Courses
IV.B.3-11	KCC Policy 1-6 (Review of Established Programs)
IV.B.3-12	Annual Program Review Update Template 2023
IV.B.3-13	ISS College Conversation Spring 2022
IV.B.4-1	Accreditation Update Convocation Spring 2023
IV.B.4-2	Accreditation College Conversation (QFEs)
IV.B.4-3	College Council September 22, 2023 Agenda
IV.B.4-4	KCC Policy 1-1 (Administration)
IV.B.5-1	UHCC Policy 1.101 (Council of Community College Chancellors)
IV.B.5-2	KCC Policy 1-7 (Establishment of the College Council)
IV.B.5-3	KCC Policy 1-8 (Integrated Planning)
IV.B.5-4	EP 1.102 (Manage and Control Campus Operations)
IV.B.5-5	HINET Fact Sheet
IV.B.5-6	HEERF FUNDS
IV.B.5-7	Sustainable infrastructure for human needs and holistic health initiatives
IV.B.5-8	College Council March 15, 2023 Agenda
IV.B.5-9	College Council April 12, 2023 Minutes
IV.B.6-1	Committees and Boards Chancellor Roles
IV.B.6-2	Chancellor Keynote Address at Community Event
IV.B.6-3	State of the College Speaker Notes

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The UH Board of Regents (BOR) is established under Hawai'i Revised Statutes, Section 304A-104. The eleven-member board is responsible for the general management and control of the UH System that incorporates all of public higher education, including the University of Hawai'i Community Colleges (UHCC).

The BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System. This authority is further delineated through board policies. Several policies, including RP 4.201 (Mission and Purpose of the University) focus on assurance of academic quality, integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements.

Analysis and Evaluation

The BOR is the governing board with authority over and responsibility for policies that provide guidance on a range of issues, including academic quality, integrity, effectiveness of learning programs and services, and the system's financial stability. Board policies, which are regularly reviewed, also address quality improvement and adherence to the system's mission and values.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The primary policy governing BOR interaction among board members and with the broader UH System community is RP 1.202 (Relationship of the Board to Administration and University). Section III.A.2.B clearly states that the board is to act as a collective entity and specifies how "the board reposes in the board as a whole."

The BOR General Overview handbook, based on practices drawn from the Association of Governing Boards, further emphasizes this policy. The handbook (p. 7) describes expectations of regents, including the responsibility of individual regents to "serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree."

Board of Regents meetings are streamed live, and meeting agendas, minutes, and other materials reflecting BOR interactions can be found on the BOR website.

Analysis and Evaluation

The collective nature of the BOR's decisions and actions is outlined in RP 1.202. Once the board reaches a decision, board members act in support of the decision as documented by BOR meeting minutes.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The BOR and UHCC have established processes for conducting the search, selection, and evaluation of chief administrators. Article X, Section 6 of the Constitution of the State of Hawaii gives the BOR the power to appoint the university president. Evaluation protocols for the university president are established in RP 2.203 (Evaluation of the President; also see BOR meeting minutes from November 16, 2023 - p. 14 and July 7, 2022 -pp. 3-4). The UHCC system is led by the UH vice president for community colleges (VPCC) who is selected by the president following recruitment, hiring, and selection procedures outlined in RP 9.212 (Executive and Managerial Personnel). In a two-step process that differentiates the functions of appointment and approval, the president makes a recommendation for VPCC to the BOR, which is the final approving authority for that position. Each community college is led by a chancellor, selected according to UHCC Policy 9.210 (Recruitment, Selection, and Appointment of Community College Chancellors). The VPCC has the authority for the appointment of the college chancellor with final approval of the appointment by the president.

The BOR delegates the evaluation of the VPCC to the UH president and the evaluation of the individual college chancellors to the VPCC. The annual evaluation of both the VPCC and the chancellors is governed by EP 9.212 (Executive/Managerial Classification and Compensation); UHCC further refines the annual evaluation of executive personnel, including chancellors, through UHCC Policy 9.202 (Executive Employees Performance Evaluation).

The BOR sets clear expectations for regular reports on institutional performance from the UH president who provides updates at monthly BOR meetings. The UH president meets weekly with his officers, including the VPCC, as a group and individually. Through the Council of Community College Chancellors, as described in UHCC Policy 1.101 (Council of Community College Chancellors), chancellors provide monthly updates to the VPCC .

Analysis and Evaluation

The BOR and UHCC have established processes for conducting the search, selection, and evaluation of chief administrators. Policies and procedures for the annual evaluation of the UH president, VPCC, and college chancellors provide for careful consideration of their respective performance.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The autonomy of the UH System and related independent authority of the BOR is embodied in Article X of the Hawai'i State Constitution. Article X prohibits discrimination in the UH System based on race, religion, sex, or ancestry; it further prohibits the use of public funds to support or benefit sectarian or nonsectarian private educational institutions. The governor of Hawai'i appoints the regents, and regents represent, in part, geographic subdivisions of the state. The BOR includes a student regent. Biographical information about governing board members can be found on the UH System BOR website.

The General Overview handbook includes an ethics code related to conflicts of interest. The Hawai'i State Ethics Code also applies to BOR members. The state's Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions summarizes the provisions of the State Ethics Code and is provided in the Hawai'i Revised Statutes, Chapter 84, Standards of Conduct.

Analysis and Evaluation

The BOR is an independent policy-making body that formulates decisions reflecting the public interests and its commitment to educational quality. The BOR advocates in support of the interests of the UHCC system, colleges, and students.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

BOR policies and procedures are designed to support UHCC missions and ensure the quality, integrity, and improvement of student learning programs and services as well as the resources that support them. Chapter Four: Planning of the BOR policies includes RP 4.201 (Mission and Purpose of the University), which focuses on assurance of academic quality and integrity and effectiveness as integral to the institution. The role of community colleges within the UH System is further defined in RP 4.207 (Community College System); RP 4.205 (Institutional Accountability and Performance) ensures campuses collect institutional effectiveness data in meeting its mission, goals, and objectives, and that they use this information to improve programs and services. Chapter Eight: Business and Finance of the BOR policies provides for financial integrity and stability. As discussed in Standard III.D.2, BOR policies ensure mission-driven fiscal management to support student learning. Lastly, Chapter 1: General Provisions of the BOR policies, RP 1.202 (Relationship of the Board to Administration and University), states that the BOR has full legal authority and responsibility to manage the affairs of the UH System and the ultimate responsibility for its success.

The BOR holds monthly meetings at each UH System campus on a rotating basis. The host campus provides an overview of the college's performance metrics and goals, including the current status of student learning and achievement (see April 20, 2023 and May 18, 2023 BOR campus presentations). Additionally, the BOR reviews required reports submitted to ACCJC. Most recently, the BOR reviewed all six of the UHCC midterm reports in August 2022 at their monthly meeting.

Analysis and Evaluation

The BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, reflecting broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The BOR website includes links to the BOR bylaws and policies. The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the BOR and the scope of each committee, and the meeting requirements for both committees and the BOR. Other operating procedures outlined in BOR bylaws include parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the BOR. The bylaws also contain the conflict of interest requirements for board members.

Analysis and Evaluation

The bylaws and policies are published and made available to the public and include all required elements of the standard.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The BOR has a system for evaluating and revising its policies on a regular basis, per EP 2.201 (Systemwide Policies and Procedures). The vice presidents have the authority to draft and adopt systemwide administrative procedures and other guidelines consistent with their functional scope. The vice presidents consult as appropriate with other system offices, internal campus constituencies, and external agencies that may be affected by or responsible for implementing any part of the policy or procedure.

The BOR regularly reviews board policies following the review schedule, or they may be reviewed sooner if policy updates are needed. The UH vice president of Administration maintains the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH System executive policies and administrative procedures. The PPIS includes a feature of automatic notification to interested parties of any change in policy.

Analysis and Evaluation

The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. Policies are regularly reviewed, assessed for effectiveness, and revised as needed. The governing board acts in a manner consistent with its policies and bylaws.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The BOR meets on a rotating basis at the campuses in the system and receives a briefing from the host campus on its progress toward meeting the college mission. College presentations include student

success metrics to demonstrate student performance. For example, Kapiʻolani Community College hosted and presented at the BOR meeting in April 2023, and Honolulu Community College hosted and presented at the May 2023 meeting.

The BOR approved a new UH Strategic Plan 2023-29 for the system and its component colleges in November 2022. It is publicly available on the UH website. The plan has four key imperatives, each with metrics to assess progress towards achieving the imperatives. Quarterly reports to the BOR are planned with a focus on each imperative every three months.

Analysis and Evaluation

The BOR schedules a meeting at each of the colleges in the UH system. Each college presents student success performance outcomes to the BOR at their respective meeting. The community colleges have adopted strategic goals that are consistent with the UH strategic plan goals, and progress is reported annually at the system level.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Per the BOR bylaws, all new BOR members receive an orientation within one month of the beginning of their term. The orientation consists of an introduction to UH System functions, board governance, processes, and strategic directions. All new board members receive a copy of the BOR General Overview handbook as part of the orientation. Additionally, the vice president for Budget and Finance provides an overview of the state budget as it pertains to the UH System, and the vice president for Legal Affairs and General Counsel provides a legal review of all relevant laws, including ethics and conduct.
Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees. The BOR also organizes training for its members as a part of regular committee meetings.

Analysis and Evaluation

New board members receive a comprehensive orientation and related materials. Attendance at national board professional association conferences and training at board meetings provide board members with professional development.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

In RP 2.204 (Board Self-Evaluation), the process for board self-evaluation is established, and the BOR conducts an annual self-assessment according to this policy. The BOR reviews the results of the self-assessment and determines if action is necessary. For example, in 2023 the BOR restructured its committees (pp. 275-289) from seven to five to better reflect priorities in the new UH Strategic Plan. The BOR also revised the campus presentation format to focus on a regional approach and returned to the past practice of holding full board and committee meetings once a month over the course of two days for meetings conducted at the neighbor island campuses. The 2023 BOR self-evaluation results were published in the August 2023 BOR Committee on Governance minutes (pp. 38-71).

Analysis and Evaluation

The BOR uses the results of its self-evaluation process to make improvements regarding its role, functioning, and effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation. Describing the conflicts of interest that may arise when regents are also active employees of the UH System, RP 2.206 (Regents as Employees) further identifies conditions under which such regents need to recuse themselves from actions impacted by their employment status.

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai‘i State Ethics Commission. These disclosures are open to the public on the Hawai‘i State Ethics website. The UH System general counsel is available at board meetings to help resolve the determination of potential conflicts of interest. Ethics violations are also reported and publicly searchable via the Hawai‘i State Ethics Commission website. The BOR has no reports of ethics violations.

Analysis and Evaluation

BOR policies and procedures require regents to follow a code of ethics and conflict of interest policy, and they detail processes for addressing behavior that violates these expectations. Board member interests are publicly disclosed. The BOR has no reports of ethics violations.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The relationship between the BOR and the UH System president is clearly documented in RP 2.202 (Duties of the President & Mitigation of Conflicts of Interest), which further establishes the authority of the president to implement and administer board policies. The general policy on duties of the president is further refined in specific actions. For example, RP 9.218 (Delegation of Personnel Actions) describes those hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president. The structure of the UH System establishes this line of authority with the UH System president and through the president to the VPCC and the individual college chancellors. See Standard IV.C.3. for more information.

When the BOR does feel that a matter needs additional oversight, it authorizes a task group, assigning powers and duties determined by the BOR. The tenure of a specific task group expires at the completion of its assigned task.

Analysis and Evaluation

While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the community colleges or individual campuses.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Each of the UHCC campuses informs the BOR about the status of their accreditation through the submission of ACCJC reports, such as the institutional self-evaluation and midterm reports. For example, in preparation for the submission of the 2022 midterm reports, the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process and an update on progress made since the 2018 institutional self-evaluation reports were submitted; in addition, chancellors of the six community colleges presented a synopsis of their respective midterm reports, focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations.

The BOR is provided an opportunity to review and provide feedback on the governance standards before submission to ACCJC. Additionally, a briefing on the 2025 Institutional Self-Evaluation Report (ISER) will be provided to the Committee on Governance. The BOR is updated if any changes in accreditation status occur outside of the scheduled review processes.

Analysis and Evaluation

The BOR is fully informed of the accreditation requirements and the process of ISER preparation, and supports UHCC efforts to improve and excel. The college meets Standard IV.C.

Conclusions on Standard IV.C: Governing Board

The University of Hawai‘i Board of Regents maintains appropriate regent policies and has exclusive jurisdiction over the internal structure, management, and operation of the university. The Board of Regents is guided by bylaws, regent policies, and the BOR handbook, and engages in ongoing professional development and training. BOR annual self-evaluation ensures effectiveness in sustaining academic quality and institutional effectiveness. Kaua‘i CC meets Standard IV.C.

Improvement Plan(s)

None

Evidence List

IV.C.1-1	Hawai‘i Revised Statutes, Section 304A-104
IV.C.1-2	Board of Regents
IV.C.1-3	Bylaws of the Board of Regents
IV.C.1-4	Table of Contents Regents Policies, Chapter 1-12
IV.C.1-5	RP 4.201 Mission and Purpose of the University
IV.C.2-1	RP 1.202 Relationship of the Board to Administration and University
IV.C.2-2	Association of Governing Boards
IV.C.2-3	Board of Regents General Overview
IV.C.2-4	BOR Meeting Minutes Website
IV.C.3-1	Article X, Section 6, State Constitution
IV.C.3-2	RP 2.203, Evaluation of the President
IV.C.3-3	BOR Minutes, November 16, 2023, page 14
IV.C.3-4	BOR Minutes, July 7, 2022, pages 3-4
IV.C.3-5	RP 9.212, Executive and Managerial Personnel
IV.C.3-6	UHCCP 9.210, Recruitment, Selection, and Appointment of CC Chancellors
IV.C.3-7	EP 9.212 Executive/Managerial Classification and Compensation
IV.C.3-8	UHCCP 9.202 Executive Employees Performance Evaluation
IV.C.3-9	President’s Report to the BOR YouTube webpage
IV.C.3-10	UHCCP 1.101 Council of Community College Chancellors
IV.C.4-1	Article X, Section 6, State Constitution
IV.C.4-2	Regents’ Biographies
IV.C.4-3	Hawai‘i Revised Statutes, Chapter 84, Standards of Conduct
IV.C.5-1	Board of Regents Policies, Chapter 4 Planning
IV.C.5-2	RP 4.201 Mission and Purpose of the University
IV.C.5-3	RP 4.207 Community College System
IV.C.5-4	RP 4.205 Institutional Accountability and Performance
IV.C.5-5	Board of Regents Policies, Chapter 8 Business and Finance
IV.C.5-6	RP 1.202 Relationship of the Board to Administration and University
IV.C.5-7	Kapi‘olani Community College, BOR Campus Presentation, April 20, 2023
IV.C.5-8	Honolulu Community College, BOR Campus Presentation, May 18, 2023
IV.C.5-9	BOR Committee on Academic and Student Affairs Minutes, August 4, 2022
IV.C.6-1	Board of Regents website
IV.C.6-2	Bylaws of the Board of Regents
IV.C.7-1	EP 2.201 Systemwide Policies and Procedures

IV.C.7-2	UH Systemwide Policies and Procedures Information System (PPIS)
IV.C.8-1	Kapiʻolani Community College, BOR Campus Presentation, April 20, 2023
IV.C.8-2	Honolulu Community College, BOR Campus Presentation, May 18, 2023
IV.C.8-3	University of Hawaiʻi Strategic Plan 2023-2029
IV.C.8-4	BOR Minutes, November 17, 2022, pages 8-10
IV.C.8-5	University of Hawaiʻi Strategic Plan Website
IV.C.9-1	Board of Regents General Overview
IV.C.9-2	State of Hawaiʻi Budget 101 Overview Presentation
IV.C.9-3	List of Regents Attending National Professional Development 2015-2024
IV.C.10-1	RP 2.204 Board Self-Evaluation
IV.C.10-2	BOR Materials, April 20, 2023, pages 275-289
IV.C.10-3	BOR Committee on Governance Minutes, October 5, 2023
IV.C.10-4	BOR Committee on Governance Materials, August 3, 2023, pages 38-71
IV.C.11-1	Bylaws of the Board of Regents
IV.C.11-2	RP 2.206 Regents as Employees
IV.C.11-3	Hawaiʻi State Ethics Website
IV.C.12-1	RP 2.202 Duties of the President & Mitigation of Conflicts of Interest
IV.C.12-1	RP 9.218 Delegation of Personnel Actions
IV.C.13-1	BOR Committee on Academic and Student Affairs Minutes, August 4, 2022

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The UH System is the sole provider of public higher education in the state of Hawaiʻi. Regents Policy 3.201 (Major Organizational Units of the University of Hawaiʻi) establishes the overall structure of the UH System. The ten-campus UH System includes the University of Hawaiʻi Community Colleges (UHCC), which is comprised of seven community colleges.

The UHCC system is further established in RP 4.207 (Community College System). The University of Hawaiʻi Maui College is accredited by the Western Association of Schools and Colleges, Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges and function as the multi-campus system now being evaluated.

The vice president for community colleges (VPCC), the chief executive officer (CEO) of the system, provides the overall leadership of the UHCC system. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president. The Office of the Vice President for Community Colleges (OVPCC) oversees the management (pp. 3-4) and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. The VPCC works with an associate vice president for Academic Affairs and an associate vice president for Administrative Affairs to ensure support for the effective operation of the colleges at the system level.

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (p. 2). For more detailed discussion, see Standard IV.D.4. The chancellors report through the VPCC to the president of the UH System for systemwide policy-making and decisions affecting all campuses and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and systemwide coordinated operations.

The UHCC system's functional map summarizes the delineation of functions and the differentiation of system and campus-level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards.

Analysis and Evaluation

Established policies and procedures clearly identify the positions of CEO for both UHCC (the VPCC) and individual campuses (chancellors), and describe their authorized roles in providing leadership at multiple levels.

2. **The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

The VPCC provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The OVPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. The functional map shows the areas of shared responsibility and delineated responsibility.

Two associate vice presidents (AVP) coordinate centralized support services in academic affairs and administrative affairs and oversee the operations of the Office of the Vice President for Community Colleges (OVPCC). Coordination at the system level, balanced with campus-based coordination, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for implementing initiatives that fit best with the individual campus culture and mission.

Policies developed by UHCC, which include delineation of responsibilities through the work of systemwide councils, are posted on the OVPCC website.

The VPCC meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: the Council of Community College Chancellors (UHCC Policy 1.101), the Community College Council of Faculty Senate Chairs (UHCC Policy 1.102), and the Community College Council of Native Hawaiian Chairs (UHCC Policy 1.104).

See Standard IV.D.7 for more on the evaluation of role delineations and responsibilities.

Analysis and Evaluation

The UHCC system delineates the roles and responsibilities for the system as a whole and the individual colleges. Through the coordination of academic and administrative functions via the system-level OVPCC, UHCC provides for the benefits of economies and efficiencies of scale while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office. Regular communication and collaborative discussion and decision-making through the councils ensure alignment in efforts that support student success.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

State law, primarily Chapter 37 of the Hawai'i Revised Statutes, governs the UH System's budget preparation and the receipt and further distribution of resources. The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the state legislature in odd-numbered years; the UH System may also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including UHCC, appropriate operating and CIP funds for the UH System.

The UHCC system office, under the guidance of the associate vice president for Administrative Affairs, coordinates the budget development and request process for the community colleges. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

In preparation for a new budget cycle, each college develops its own budget requests (as described in greater detail in Standard III.D) in alignment with strategic planning goals and objectives. Individual college budgets remain intact at the campus level but are consolidated at the UHCC system level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state legislature.

While state general funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Each college may also generate and retain other sources of internal and extramural funds. Both UHCCP 8.000 (General Fund and Tuition and Fees Special Fund Allocation) and UHCCP 8.201 (Unrestricted Fund Reserve - General, Special, Revolving Funds) guide the management of sources of funding other than general funds. Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors. The BOR Committee on Independent Audit receives and reviews a UH System audit report.

Campuses have also had access to additional funds from the OVPCC and from the office of the UH president, providing additional incentives for the meeting of certain goals linked to performance measures focused on student achievement. These funds were provided in whole during the pandemic, but new performance funding metrics have been identified and will be implemented in the upcoming

academic year. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds for other campus or system initiatives, such as those associated with student success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. The OVPCC created UHCC Policy 9.495 (Long-Term Vacancy) to outline the process for reallocating long-term vacant positions.

Analysis and Evaluation

Clearly established policies guide the allocation of key resources, particularly funding and personnel. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that the colleges use resources most effectively to support their missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The UH System has a president, a VPCC (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. The VPCC is the CEO of UHCC, which consists of seven campuses. Each college has a chancellor, the CEO of the institution. In 2002, RP 4.207 (Community College System) established the community college system, although the colleges have been functioning since 1965 as part of the UH System.

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is affirmed in EP 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." It is further specified in UHCC Policy 8.200 (Financial and Operational Oversight of Revenue Generating Programs) that "[c]hancellors shall be responsible for ensuring the continued financial and operational success of revenue generating programs at their campus and that they are financially sound." According to EP 9.112, (Delegation of Authority for Personnel Actions, Attachment B), a broad range of personnel actions is delegated to the chancellors.

In line with the need for accountability in the fulfillment of their duties, chancellors and other executive and managerial personnel are subject to annual performance evaluation with final assessment by the VPCC. Section III.E of RP 9.212, (Executive and Managerial Personnel Policies) provides the evaluation process. The current process includes a 360-evaluation survey, self-evaluation by the executive, and review of goals with the supervisor.

Analysis and Evaluation

Several policy and procedural documents clearly demonstrate that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. This delineation and delegation provide more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Multiple system-level structures within the University of Hawai‘i and UHCC facilitate the dialogue and decision-making essential to planning and implementation processes. 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 Plan 2023-29, the UHCC Strategic Plan Framework 2023-29 (developed to be aligned with the overall UH plan), and the individual campus strategic plans (developed in alignment with the UHCC plan).

The UHCC system receives a single general fund appropriation from the governor and state legislature, and this appropriation is allocated directly to the campuses based on an allocation model that has been used for many years. Each college is responsible for planning and managing the campus budget based on their own integrated planning processes that align with the campus strategic plan and the system strategic plans. See Standards III.B. and III.D. for more information on integrated planning and budgeting.

The UHCC system receives systemwide funding for capital improvement projects (CIP) and Repairs and Maintenance (R&M) funds. The associate vice president (AVP) for Administrative Affairs works closely with the vice chancellors for Administrative Services to prioritize and expend the CIP and R&M funds in alignment with the strategic plans and campus needs. Additionally, the AVP for Administrative Affairs is the legislative liaison for UHCC. This role is responsible for gathering campus requests for the legislature in addition to reviewing and approving legislative proposals that will be included in the UH budget submitted to the BOR, governor, and legislature.

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 the system levels of both the University of Hawai‘i and UHCC.

The UHCC system developed systemwide Institution-Set Standards that include baselines and targets to guide the community colleges in their planning to improve student learning and achievement. Data based on these standards and other metrics are regularly presented to the campuses for discussions. These presentations inform campuses of their performance individually as well as in relation to sister community colleges. Colleges receive performance funding from UHCC and the UH System for reaching student learning and achievement targets to encourage improvement in these areas and in institutional effectiveness.

In order to focus discussion on student learning, UHCC promotes and supports systemwide committees such as the UHCC Online Education Systemwide Committee, General Education Inquiry Team, and UH systemwide committees supporting general education. The UHCC system has convened math and English faculty to evaluate co-requisite and accelerated learning models for math and English, and Career and Technical Education (CTE) deans convene Program Coordinating Councils (PCCs) in support of cross-campus discussions of student outcomes with CTE programs.

Analysis and Evaluation

The UH System, UHCC, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that the UH System, UHCC, and the individual community colleges use as the basis of evaluating institutional and system effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC system, the VPCC and the administrative staff in the OVPCC are key liaisons in the ongoing process of the flow of information. The VPCC is a member of the UH president's senior leadership team and serves as the administrative representative to the BOR Committee on Student Success. When the colleges forward items such as institutional self-evaluation reports to the BOR for approval, they do so under the signature of the VPCC. In addition to publicly posted minutes of board committee and board meetings, the VPCC receives memos summarizing board-approved actions. The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure.

The VPCC meets weekly with the chancellors via Zoom and monthly in person for the Council of Community College Chancellors. The meetings are the primary communication method from the system office to the chancellors of upcoming system initiatives, announcements from the president, clarification of federal and state regulations, and other topics that impact the colleges systemwide.

The two AVPs also meet regularly with their respective campus counterparts. The AVP for Academic Affairs hosts monthly meetings with the vice chancellors of Academic Affairs, vice chancellors and deans of Student Affairs, and deans of Career and Technical Education. Several times a year, joint meetings are held between groups on topics of shared interest.

The AVP for Administrative Affairs meets with the vice chancellors of Administrative Services monthly to discuss topics of concern to all of the colleges, including budget discussions, and to prioritize spending of system funds allocated by the legislature. The AVP for administrative affairs also manages general UHCC repair and maintenance as well as minor CIP projects.

The VPCC 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. Each council documents its meetings and completes an annual self-assessment.

The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both the UHCC system and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary of current initiatives as well as a prospective view of upcoming work.

Communication between the system and individual campuses is predicated on the expectation that campus representatives who are present at system-level meetings will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between their campus and the system indicate varying degrees of effective campus- and constituent-focused reporting. The UHCC system is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level, such as agendas and minutes of deliberative bodies. Additionally, the OVPCC is revising its website to enhance the accessibility and currency of the information posted there.

Analysis and Evaluation

The VPCC serves as an important point of connection between the UH System and UHCC, as well as between the OVPCC and the individual colleges. The chancellors of the individual colleges are responsible for working with the OVPCC and for extending lines of communication to their respective

executive teams, faculty, and staff. The OVPCC recognizes the need to maintain access to up-to-date documentation of system-level meetings and is updating its own website to ensure better access to that information.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The UHCC system office regularly evaluates role delineations, governance, and decision-making processes through shared governance to ensure integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. Roles and responsibilities are delineated in the functional map. The primary tool to evaluate role delineations, shared governance, and decision-making processes is the UH/UHCC Shared Governance Survey. Surveys were conducted in October 2021 and January 2024 and distributed to all employees in the community college system.

Responses from the most recent survey indicated that a majority of faculty and staff at the campuses have participated on a systemwide committee, thus contributing to decision-making.

For communication, most respondents agreed that communication is timely and accurate from the UH and UHCC systems. The UHCC website has been updated to provide more timely communication. A pilot newsletter from OVPCC was published in fall 2023, and more than 55 percent of the respondents in the recent survey indicated it was an effective way to receive information.

Regarding shared governance, the results indicated the roles between the UH System, UHCC, and the colleges are unclear, highlighting an issue that will need to be addressed moving forward. The 2024 survey results suggest that, while UHCC committees generally provide an effective forum for systemwide decision-making, this is less true for those systemwide committees under the purview of the UH System. In the future, the OVPCC is planning to increase efforts to communicate the importance of shared governance systemwide and work more closely with the systemwide committees to ensure their efforts are also being communicated.

In another effort to enhance communication, OVPCC instituted a survey to campus employees before the fall 2023 campus visits. Each college was given an opportunity to submit questions which were answered at the campus visit. The questions and responses were shared as part of the campus presentations, and all questions and responses were shared subsequently via email systemwide and are posted publicly in a shared drive.

Analysis and Evaluation

The UHCC system evaluates role delineations, shared governance, and decision-making processes through the Shared Governance Survey, which is distributed about every two years. The results of the survey are analyzed and actions identified to drive improvements. Through campus visits each semester, the OVPCC shares results of data and evaluations with the campuses.

Conclusions on Standard IV.D: Multi-College Districts or Systems

The University of Hawai‘i vice president for community colleges (VPCC) provides leadership for all system functions. The functional chart shows how functions are delineated as system, college, or shared responsibilities, based on ACCJC standards. The VPCC reports to the president of the University of Hawai‘i and works with the UH officers, UHCC systemwide committees, and the Council of Community College Chancellors on student success and achievement, budget development and monitoring, and communication.

The VPCC delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with a shared governance process. The VPCC ensures that all statutes, regulations, and BOR policies are implemented and work in accord with the UH System vision, mission and values. Kau CC meets Standard IV.D.

Improvement Plan(s)

Standard	Change or Plan	Leads	Timeline	Expected Outcome
IV.D.7	Improve clarity of role delineation	OVPCC	Fall 2024	Disseminate Functional Chart systemwide.

Standard	Change or Plan	Leads	Timeline	Expected Outcome
				Include discussion of role delineation and shared governance in Fall 2024 campus visits
IV.D.7	Increase efforts to communicate the importance of shared governance systemwide	OVPCC, Systemwide committees	Spring 2023-Fall 2024	Systemwide committees to evaluate their role in shared governance and make recommendations for improvement

Evidence List

IV.D.1-1 RP 3.201 Major Organizational Units of the University of Hawai'i
IV.D.1-2 RP 4.207 Community College System
IV.D.1-3 OVPCC Organizational Chart Top Level
IV.D.1-4 OVPCC Organizational Chart for AVPs pgs3-4
IV.D.1-5 OVPCC Organizational Chart, page 2
IV.D.1-6 University of Hawai'i System Leadership website
IV.D.1-7 2025 UHCC Functional Map
IV.D.2-1 2025 UHCC Functional Map
IV.D.2-2 UHCC Policies Website
IV.D.2-3 Sample CCC Faculty Senate Chairs Minutes
IV.D.2-4 UHCCP 1.101 Council of Community College Chancellors
IV.D.2-5 UHCCP 1.102 Community College Council of Faculty Senate Chairs
IV.D.2-6 UHCCP 1.104 Community College Council of Native Hawaiian Chairs
IV.D.3-1 Hawai'i Revised Statutes, Chapter 37, Section 62
IV.D.3-2 UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
IV.D.3-3 UHCCP 8.201 Unrestricted Fund Reserve—General, Special, Revolving Funds
IV.D.3-4 UH Community Colleges Revenue Summaries by Fund Type
IV.D.3-5 University of Hawai'i Audit Report Year Ended June 30, 2023
IV.D.3-6 UHCCP 9.495 Long-Term Vacancy
IV.D.4-1 University of Hawai'i System Organizational Chart
IV.D.4-2 RP 4.207 Community College System
IV.D.4-3 EP 1.102 Authority to Manage and Control the Operations of the Campus
IV.D.4-4 UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs
IV.D.4-5 EP 9.112, Delegation of Authority for Personnel Actions, Attachment B
IV.D.4-6 RP 9.212, Executive and Managerial Personnel Policies
IV.D.5-1 University of Hawai'i Strategic Plan 2023-2029
IV.D.5-2 University of Hawai'i Community Colleges Strategic Plan Framework 2023-2029
IV.D.5-3 Kaua'i Community College Strategic Plan 2023-2029
IV.D.5-4 Prioritized lists CIP/R&M
IV.D.5-5 Performance Funding Memo, May 17, 2023
IV.D.5-6 UHCCP 4.203 Institution Set Standards, Attachment 1
IV.D.5-7 UHCC Systemwide Online Education Committee Minutes, January 19, 2024

IV.D.5-8	Charge Memo for General Education Inquiry Team
IV.D.5-9	UH Systemwide Foundations Board Meeting Minutes, November 29, 2023
IV.D.5-10	Accounting Program Coordinating Council Meeting Minutes, April 28, 2023
IV.D.6-1	BOR Approved Action Memos Email
IV.D.6-2	PPIS Changes for February 20, 2024 Notification Email
IV.D.6-3	UHCCP 1.101 Council of Community College Chancellors
IV.D.6-4	UHCCP 1.102 Community College Council of Faculty Senate Chairs
IV.D.6-5	UHCCP 1.104 Community College Council of Native Hawaiian Chairs
IV.D.6-6	Fall 2023 Campus Visit Presentation - Kauaʻi Community College
IV.D.6-7	Spring 2023 Campus Visit Presentation - Kauaʻi Community College
IV.D.6-8	OVPCC Website
IV.D.7-1	UH/UHCC Shared Governance Survey, 2021 and 2024
IV.D.7-2	Fall 2023 Q&A for All Campuses

H. Quality Focus Essay

Quality Focus Project #1- The Pathway toward Student Success for Part-time Students

Introduction and Rationale

The UH System finalized the UH Strategic Plan 2023-29 in November of 2022 that provided a template for alignment of all 10 University of Hawai'i campuses. Kaua'i CC identified activities, responsible parties, and outcomes that directly correspond with each of the four imperatives outlined in the UH strategic plan. This Quality Focus Essay (QFE) aims to address the outcomes of the imperative entitled "Develop Successful Students for a Better Future."

In addition, to ensure that the college is constantly making progress and continuously improving from past efforts, the last ACCJC accreditation report was considered when identifying this QFE. In the 2018 ACCJC accreditation report, the college submitted a QFE entitled "Integrated Career and Academic Services for Grades 11-14." Since the fall of 2019, the college has implemented many strategies developed in this QFE, including FASFA completion days at high schools, event days at the college catered to high school juniors and seniors, and increased Early College offerings at all three DOE schools. The college has made efforts toward mapping pathways leading to certificates at the high schools and stacking these certificates into degrees at the college. These strategies, outlined in the 2018 QFE, have become standard and are ingrained into the college practices. The implementation of the past QFE resulted in creating a very robust student onboarding process that meets the needs of the high schools as well as other community members.

Anticipated Impact on Student Learning and Achievement

To further build on these endeavors as well as address the needs of the college, this accreditation cycle's QFE will focus on increasing the persistence, retention and credit completion of part-time students who enroll at Kaua'i CC. This effort will result in increased student achievement, as more students will stay enrolled and progress toward completing their academic goals.

The college has seen a major shift in enrollment since the fall of 2019. One major event that occurred during this time was the COVID-19 pandemic, which led to changes in enrollment types. Though the college's student headcount has remained relatively stable, there has been a marked increase in the number of part-time versus full-time students. For example, the college enrolled 136 first-time full-time students in the fall of 2019 and 69 in the fall of 2023. During the same timeframe, the college's first-time part-time enrollment grew from 109 to 130 (Table 1).

Data further indicates that only 20 percent of students who entered in 2018 as a first-time, part-time student graduated within five years of entering college, which is nearly half the percentage of our first-time, full time students (41.9 percent) who graduated within that same timeframe.

Table 1. Persistence Rates- Percentage of part-time students who enrolled in Kaua‘i Community College and re-enrolled the following spring semester.

Enrolled, Spring (Percent)					
Cohort	Headcount	2nd	3rd	4th	5th
Fall 2018	110	66%	45%	26%	22%
Fall 2019	109	67%	49%	24%	16%
Fall 2020	112	69%	45%	23%	14%
Fall 2021	113	64%	43%	28%	21%
Fall 2022	117	74%	62%		
Fall 2023	130				

Table 2. Retention Rates- Number and Percentage of part-time students who enrolled in Kaua‘i Community College for the first time and re-enrolled the following fall semester.

Enrolled, Fall (Percent)					
Cohort	Headcount	2nd	3rd	4th	5th
Fall 2018	110	48%	34%	19%	8%
Fall 2019	109	50%	26%	12%	6%
Fall 2020	112	44%	23%	10%	
Fall 2021	113	49%	21%		
Fall 2022	117	62%			
Fall 2023	130				

Table 3. The number of credits part-time students attempted in their first fall semester.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Average credits attempted	5.55	5.39	5.46	4.98	4.94	5.17
Mode credits attempted	3	3	3	3	3	3
Median credits attempted	6	4	6	4	4	4

Table 4. The number of credits part-time students earned in their first fall semester.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Average credits earned	4.56	4.44	4.41	4.05	4.13	4.43
Mode credits earned	3	3	3	3	3	3
Median credits earned	3	3	3	3	3	3

The above graph also shows that our part-time students are completing a little more than four credits a semester, which would equate to one college course. The low number of credits completed makes increasing graduation rates unrealistic.

Outcome Measures

The college aims to increase the fall-to-spring persistence rates by at least three percentage points per year, fall-to-fall retention rates by two percentage points per year and increase the average credit completion numbers by at least one credit per year. Over time we should also see an increase in graduation rates among participants, but these will likely not be seen during the cycle of this project.

For the purpose of this project, we will use a baseline of a fall-to-spring persistence rate of 74 percent (our rate for fall 2022 to spring 2023). The table below defines our outcome measures for the duration of this QFE project.

Project fall-to-spring persistence goal

	Enrolled the following Spring (Percent)
Fall 2025	74%
Fall 2026	77%
Fall 2027	80%

For the purpose of this project, we will use a baseline of a fall-to-fall retention rate of 61% (our rate for fall 2022 to fall 2024). The table below defines our outcome measures for the duration of this QFE project.

Project fall-to-fall retention goal

Enrolled the following Fall (Percent)

Fall 2025	63%
Fall 2026	65%
Fall 2027	67%

For the purpose of this project, we will use a baseline of 4.43 average credits earned which is the average number of credits earned during the fall 2023 semester. The table below defines our outcome measures for the duration of this QFE project.

Average credits earned

Fall 2025	Fall 2026	Fall 2027
5	6	7

Project Action Plan

Encompassing a three-year period (fall 2025-fall 2027), this project will track first-time, part-time students to measure fall-to-spring persistence, fall-to-fall retention, and average credit completion. The college aims to increase these measures using some of the practices that are used in our Kipaipai First Year Experience program. Students who participate in the Kipaipai program experience up to a 20-point higher fall-to-fall retention rate.

Specific programming, most of which mirrors the Kipaipai program, aims to engage students to increase persistence, retention and average credit completion. This programming includes implementing a care plan for first-time students to address human needs supports, supplying students with a mentor, updating our New Student Orientation, ensuring that student supports are offered in multiple modalities, developing pathways from Early College, increasing the use of assistive technology, increasing our offerings of free IS (introduction to college) courses, and expanding our Transfer Center.

Please see the chart below that delineates our activities and timelines, assigns responsibility for our programming, and identifies assessment metrics.

These activities aim to increase student persistence, retention and credit completion by providing timely, interconnected support services addressing students' academic and non-academic needs.

Activity	Responsible Person or Unit	Timeline	Resources Needed	Assessment Indicator
Review content and delivery of New Student Orientation to include a Mālama Matrix (Care Plan intake form)	Hale Mālama Staff, Counselors and VCSA	Fall 2025	Early course assignments developed, student profile created to identify possible barriers, integration of software platforms	Mālama Matrix is updated
Develop a coordinated Care Plan for every student	Hale Mālama staff, lead counselor, financial aid, faculty representatives	Fall 2025	None	Number of plans created
Counselor reviews Care Plan and makes referrals based on plan	Hale Mālama Staff, Counselors, FYE staff and VCSA	Fall 2025	None	Number of plans created
Implementation of electronic case management system	Retention Work group, VCSA, IT	Fall 2027	Funds, IT Support	Electronic Case Management System Procured
Student services offered in modalities that meet student's preferences for time and format	Retention Work group, VCSA	Fall 2025	None	Online and afterhours access for academic counseling, Financial Aid, tutoring and Hale Mālama Services posted on the college website, listed in the newsletter, appears on social media accounts
Include orientation to online learning for all students who will be taking online courses	Student Success Coordinator, VCSA	Fall 2026	Online learning platform	Online orientation is available as an addendum to all student orientation programs
Offer peer or alumni mentoring to all	Student Success Coordinator, VCSA	Fall 2027	Funds for peer mentors	Number of students who have a mentor

incoming part time students				
Offer free IS 110/111 courses to all incoming part time students	Student Success Coordinator, VCSA	Fall 2026	Funds for lecturers	Number of IS credits earned by incoming students
Increase availability of assistive technology for students with Disabilities	VCSA and Students with Disabilities coordinator	Fall 2025	Funds for Disability Services	Number of requests for assistive technology
Create ad hoc ISS working group to identify and implement action plans for a current collegewide student success issue	Chancellor, IE/IR, campus participates in College Conversation, working group members	Fall 2025	None	Identify one pressing issue that negatively impacts student success, develop action plan(s), and report on outcomes at a College Conversation in late spring
Develop “Pathways” to KauCC from HS Academies	Pathways coordinator/DOE academy coordinator, VCAA, VCSA	Fall 2025	None	Pathways from HS Academies to KauCC published on KCC website
Continue to increase the number of students who apply for Financial Aid and Scholarships	Financial Aid staff, Human Needs Coordinator	Fall 2024	None	Creation of scorecard that includes amount of funding provided to students
Explore offering an IS Course to all HS students that includes college readiness, choosing a college course of study and onboarding activities	Student Success Coordinator, Onboarding workgroup, VCSA, DOE Staff	Fall 2026	Lecturer budget	IS courses reflected in course scheduling

Develop Alumni Association for mentoring support and success stories	OCET, UHF, Marketing, Waiʻaleʻale, A&R, CTE program coordinators, career services, Friends of KCC	Fall 2026	Develop clear guidelines for mentoring and coaching, develop alumni network for peer-to-peer mentoring	Alumni program developed and implemented
Champion a seamless transfer experience for students across the UH system	VCSA, VCAA, University Center Director, A&R	Fall 2024	Develop a transfer center that works in tandem with counseling and advising to make sure students are on the correct path, and manage the articulation process and serve on system transfer and articulation committees	Transfer Center space is identified with signage

QFE #2: Improving Student Success and Outcomes One Data Dive at a Time

Introduction and Rationale

During this self-evaluation process, the campus recognized the need to further disaggregate student achievement data and conduct “deeper data dives” into existing data to better identify underperforming student populations. Oftentimes, disaggregation is done on smaller scales or only for select programs (i.e., annual review of program data; ARPD). Areas to consider for further disaggregation include ethnicity, gender, modality, program type (CTE/transfer), or a combination of these. This project will scale up data analysis to highlight and resolve large-scale, institution-wide student success issues and barriers. For example, the ARPD provides Native Hawaiian enrollment in programs as well as degrees and certificates awarded. However, metrics such as successful course completion, persistence, and distance education success are not disaggregated by program for Native Hawaiians or any other ethnicity. Because some programs have smaller enrollments, this should be done at the institutional level rather than the program level for anonymity. This project will scale up data analysis to highlight and resolve large-scale, institution-wide student success issues and barriers. The goal is to identify college-wide gaps and develop and implement supports that span programs and divisions.

Anticipated Impact on Student Learning and Achievement

The project will result in improved persistence and graduation rates for underperforming student populations, which should in theory improve these metrics for all students since the supports developed and implemented will be broadly available. Specific anticipated impacts on student learning and achievement will vary based on the project but will be identified prior to project initiation. An overarching impact of this project is to improve the college's capacity for identifying and addressing student success issues on a larger scale than program or service. In turn, this should also improve communication and collaboration across divisions and units. Finally, our findings can be shared with other community colleges in the UH System to determine if these are larger trends across the state or specific to our island community.

Average graduation and persistence rates are reported in the College Catalog annually, pursuant to the Student Right-to-Know Act, Public Law 101-542. The college has noticed shifts in the 150 percent graduation rates across subpopulations of fall 2019 and fall 2020 first-time, full-time degree-seeking cohorts. Furthermore, persistence and transfer-out rates have also shifted among these cohorts. For the college to better understand these changes, a deeper data dive is required for continuous improvement of student achievement.

Outcome Measures

The outcome of this project is to identify annually one or two large-scale issues where barriers to student success and achievement are present and to develop action plans for mitigation. Ultimately, the goal of this project is to improve persistence and graduation rates for underperforming student populations. Specific metrics and targets will be identified within each project. For example, a benchmark and desired outcome will be developed for persistence and graduation of target populations. Depending on the issue and action plan, projects may be multiyear but will not exceed four years. Project results will be communicated to the campus and action plans will have measurable metrics to gauge success.

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
College Conversations	IR, ISER Co-chair, IE Director, Chancellor, Faculty Champion	Room, and refreshments	Each fall semester (2025-2028) to ID issue(s); each spring semester to report action plans and outcome(s) to-date
Data Disaggregation of existing resources	IR, ISER Co-chair, Faculty Champion	ARPD excel table, scorecards (equity and mission), IRAPO	Each summer semester

		tables, ODS, dashboards	(2025-2028)
Working Group	EM Convener, recruiter, issue-based stakeholders, IR, organizer/planner, Faculty Champion	Develop communication plan and improvement/action plans	Each academic year of the project
Recruit Faculty Champion	Chancellor, VCAA, Director of IE, IR	Reassign time	August 2025
Deep dive into existing data and IR data requests	IR, Director of IE, Faculty Champion	IRAPO data, ARPD, dashboards, ODS, IR data request products	Fall 2025