

# KAPI'OLANI CRASH COURSE

*Preparing for the 2018 Accreditation Team Visit*



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# 1

## **GENERAL OVERVIEW**

## Who is this guide for?

This is for you – faculty, staff, administrators, and students – as a resource for basic information about the upcoming accreditation team visit.

## Why does the college need to be accredited?

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The USA is the only nation that supports a peer review model of accreditation: community colleges evaluate peer community colleges. Other nations assign the task of evaluation to their national governments.

The accreditation process of the Accrediting Commission for Community and Junior Colleges (ACCJC) provides assurance to the public that accredited member institutions meet or exceed national accreditation standards of quality; that the education earned at accredited institutions is of value to the student who earned it; and that employers and other colleges and universities can accept a student's credentials as legitimate. Other colleges and universities may not accept transfer credits, certificates, or degrees of students coming from an institution that is not regionally accredited. The federal government requires an institution to be accredited in order to award federal financial aid. ACCJC is an accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.

# Report Timeline



## What are the steps in the accreditation process?

ACCJC member institutions agree to undergo a review every seven years to determine whether they are meeting established accreditation standards, including federal requirements, Eligibility Requirements, and Commission Policies.

The review process includes four steps:

- 1 **Internal evaluation**  
The College conducts a self study and submits the Institutional Self Evaluation Report (ISER) to ACCJC in August 2018
- 2 **External evaluation**  
The ACCJC Evaluation Team visits the campus on *October 15 to 18, 2018*. The Evaluation Team writes a Team Report of its observations
- 3 **Commission review**  
The 19 volunteer ACCJC Commissioners, elected from peer institutions, review the ISER and the Team Report and, in January 2019, make their decision on the College's accreditation status publicly in an External Evaluation Report. The College must post the results on its website.
- 4 **Continuous institutional improvement**  
Each institution is expected to continuously ensure the quality of its educational programs and services as well as address the recommendations provided in the External Evaluation Report.

## What is a site visit?

An accreditation evaluation team, made up of professional peers who volunteer their services, will offer independent insights based on a careful analysis of the ISER and on the site visit.

## When is the site visit?

The external evaluation team will be on our campus on *Monday, October 15, 2018, through Thursday, October 18, 2018.*

The team will:

- Evaluate us using the accreditation standards
- Confirm and find evidence for the assertions in our report
- Call attention to problem areas inadequately addressed in the report
- Verify that the College continues to meet Eligibility Requirements
- Verify that we have been responsive to the recommendations of previous visiting teams
- Verify that we have developed sound evaluation and planning procedures to foster improvement of student achievement and student learning outcomes
- Confirm that the College is committed to a practice of continuous improvement and the pursuit of excellence

# The Evaluation Team



**Dr. Willard Lewallen**  
Chair of the Evaluation Team  
& current Commissioner  
Superintendent/President  
Hartnell College

**Dr. Brian Lofman**  
Assistant to the Chair,  
Dean of Institutional  
Planning & Effectiveness  
Hartnell College

## ACADEMIC REPRESENTATIVES

**Ms. Virginia May**  
Professor of Mathematics/Statistics  
Sacramento City College

**Ms. Cyndie Luna**  
Communication Instructor,  
Faculty ALO  
Fresno City College

**Dr. Derek Lerch**  
Chief Instructional Officer  
Feather River College

**Ms. Shawn Abbott**  
Faculty, Business & Computers  
College of the Siskiyous

**Ms. Catherine Webb**  
Interim Dean of Planning, Research,  
& Institutional Effectiveness  
Monterey Peninsula College

## ADMINISTRATIVE REPRESENTATIVES

**Dr. Martha Garcia**  
Vice President for Academic  
Services/ALO  
Imperial Valley College

**Mr. W. Andrew Dunn**  
Vice Chancellor  
Finance & Administrative Services  
Coast Community College District

**Ms. Sheri Sterner**  
Administrative Director, Research,  
Planning & Institutional Effectiveness  
Orange Coast College

## ACCJC STAFF LIAISON

**Dr. Steven Reynolds**  
Vice President  
ACCJC

## What should I share with the evaluation team?

Highlight what you do at the College and feel free to share honestly.

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**2018  
INSTITUTIONAL  
SELF EVALUATION  
REPORT**



## THE STANDARDS

### 01 Mission, Academic Quality & Institutional Effectiveness & Integrity

Mission  
Assuring Academic Quality & Institutional Effectiveness  
Institutional Integrity

### 02 Student Learning Programs & Support Services

Instructional Programs  
Library & Learning Support Services  
Student Support Services

### 03 Resources

Human Resources  
Physical Resources  
Technology Resources  
Financial Resources

### 04 Leadership & Governance

Decision Making-Roles & Processes  
Chief Executive Officer (Chancellor)  
Governing Board  
Multi-College Districts or Systems

## What standards apply to me?

Standard I is an overview of what we do and how we do it at the College. If you would like a general overview, read Standard I. Standards II, III, and IV are focused on specific areas. We recommend that you read the sections that pertain to you.

For example, if you work in or with:

- **Standard II.A.**  
Teaching and curriculum
- **Standard II.B.**  
Library and Learning Resources
- **Standard II.C.**  
Advising, counseling, or another part of student affairs
- **Standard III.A.**  
Human Resources
- **Standard III.B.**  
Facilities and security
- **Standard III.C.**  
Technology
- **Standard III.D.**  
Fiscal
- **Standard IV.**  
Governance and administration

# Highlights of the Report

## Introduction: What were the four major developments at the College?

The College experienced four major developments since the last comprehensive review:

### 1 New Mission Statement, Vision, Values & Strategic Plan for 2015–2021

#### **Ala Nu'ukia – Mission Statement**

(approved by University of Hawai'i Board of Regents on March 23, 2017)

*He hale hāmama 'o Kapi'olani Kula Nui Kaiāulu no nā 'ano kaiāulu like 'ole, e ho'olako i nā kānaka ho'ākea 'ike e hiki aku i ka pahuhopu 'imi na'auao, 'imi 'oihana, a ho'olaulā 'ike. He loa'a nā palapala a'o, nā kēkelē mua puka, me nā polokalamu ho'ili kula he kilohana wale e ho'omākaukau i nā haumāna maoli, kūloko, kaumoku'āna, kau'āina no ka mua he lako.*

Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

## What are the College's Institution-set Standards & Performance-based Funding Measures?

### 2 Alignment of Student Success Pathways with Strategic Plan measures

Another major development is the alignment of the Student Success Pathways (SSP) with the four strategic directions and 50 performance measures in the Strategic Plan for 2015–2021. In summer 2016, the UHCC adopted the SSP model to organize the seven community colleges around a cohesive and unified agenda to maximize and scale efforts for student success. The College's SSP model was shared with the Chancellor's Advisory Council (CAC) in fall 2016. In spring 2017, all departments, units, programs, and authorized governance organizations (a total of 53) completed an SSP template that delineates how each of these entities is contributing to student success and how its contributions align with the Strategic Plan.

### 3 Enrollment decline

There was a decline in total enrollment from 7,816 in fall 2015 to 7,095 in fall 2017.

### 4 Chancellor's unexpected departure in 2016

The fourth major development was the unexpected departure in spring 2016 of the former chancellor. The UH Community College administration decided on the change and selected an internal candidate to guide the College as interim chancellor during this transition period. The change in leadership represented a pivot of the College to respond to calls from the campus for new directions.

On April 17, 2018, at a campuswide meeting, the vice president for community colleges announced that he had recommended to the university president the appointment of the interim chancellor as the next permanent chancellor for Kapi'olani Community College. The effective date of appointment was June 8, 2018.

### 1 Institution-set Standards

- a Successful Course Completion – 70% is the institution-set standard
- b IPED student success rate – the College is below our baseline

### 2 UH and UHCC Performance-based Funding Measures

- a Degree and certificate completion – the College is below our goal
- b Native Hawaiian degree and certificate completion – the College is below our baseline
- c Pell recipient degrees and certificates completion – the College is below our baseline
- d Transfer to baccalaureate institutions – the College is below our goal
- e STEM degree and certificate completion – the College exceeds our goal

# STANDARD 01

## What is in Standard I?

Standard I is in three parts. The first part is about the College's mission. Our mission statement defines what we do (provide educational opportunities and student support services), for whom we do it (a diverse population of learners), and why we do it (student success). The second part is about how we ensure that we keep our academic quality high and how we ensure institutional effectiveness. The third part is about how the College remains in integrity in all policies, actions and communications with students, personnel, and the public.

### Part One: Mission

The mission describes the College's educational purposes and states that the students we serve are very diverse with a wide range of academic goals.

- Our student body is approximately 17% Native Hawaiians, 51% Asian (15% being Filipino), 12% Caucasian, 2% Pacific Islander, 30% Other

- The majority of our students, 58%, are enrolled in Liberal Arts or Natural Science majors and 29% are in Career and Technical Education (CTE)
- 66.6% are part-time and 33.4% are full-time students
- The College awards 3 pre-professional (transfer) degrees and 16 CTE degrees

### Part Two: Academic Quality & Institutional Effectiveness

#### Academic Quality

The College continuously improves student learning, student achievement, and student support through assessing outcomes in all areas, solving problems, and making improvements.

#### Institutional Effectiveness

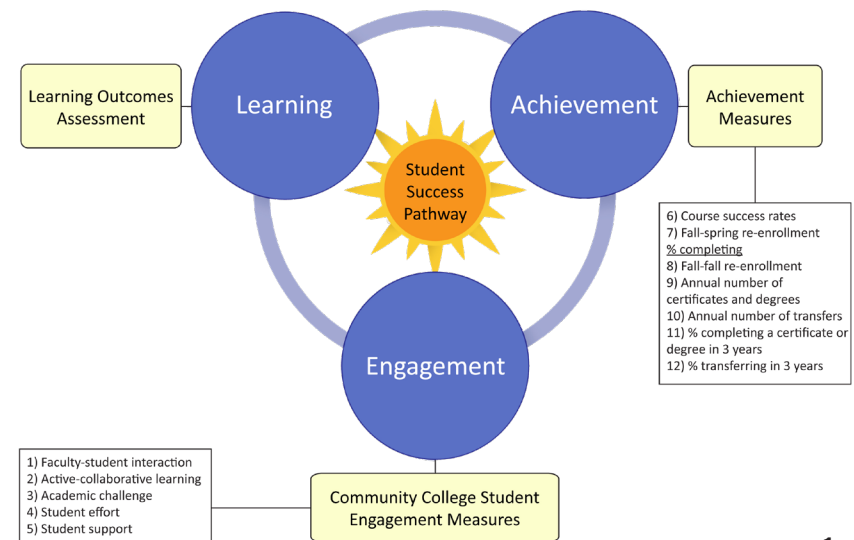
- The College uses the *Kapi'olani Engagement, Learning and Achievement (KELA) Model* to describe the types of data collected to track student engagement, learning and achievement.
  - a Engagement data, specifically student engagement, is tracked by *Community College Survey of Student Engagement (CCSE)*. Data are collected from student surveys every two years.
  - b Achievement measures are tracked through the College's *Strategic Plan Scorecard* and *Institutional Effectiveness Measures (IEM)*, which set goals for achievement for our students and the College.
  - c Learning is tracked through the assessment of student learning outcomes and service area outcomes. Today this data is collected in the information system Taskstream (now Watermark).
- Effectiveness also comes from a clear mission, planning to meet that mission,

resource management to support those plans, and checking to make sure the College is on track. This is called "integrated planning and budgeting" and it requires the following planning documents:

- a **Strategic Plan 2015–2021**, which aligns with the *University of Hawai'i* and *UH Community College Strategic Directions*, and includes 50 outcomes and measures in four areas, including the College's performance funding measures.
- b **Annual Report of Program Data (ARPD)** includes mission/description, quantitative indicators, analysis of the indicators, action plans, and resource implications for all the College's instructional programs and support services.
- c **Comprehensive Program Review (CPR)**, draws from the ARPD and reports a 3-year view of the program's

health and plans. The CPR analyzes trends over the previous three years, and projects the strategies to improve in the subsequent three years. CPR is completed by all units at the College.

- d **Student Success Pathway (SSP) Plans** was launched in 2017. Each department, program, unit, and governance organization created goals and action plans to improve student success, resulting in 53 plans being submitted and 47 out of 50 Strategic Plan items addressed.
- e **Planning & Assessment Integration with Resource Allocation (PAIR)**, also known as the ARF process, is the campus-based resource allocation process (Policy KOP 1.111), designed to increase campus-wide participation and increase fiscal communication. The process is based on campus priorities as laid out in its strategic plan and annual program reports.



- ✧ Continuous improvement to tie planning and budgeting to student learning and student achievement (I.B.6., I.B.7., I.B.9.)
- ✧ Revision of Institutional Learning Outcomes (I.B.1.) OFIE conducted two meta-evaluations of the ARPD (I.B.7., I.B.8.)

### Part Three: Integrity

The College has worked to improve its policies and communications.

#### Policies

Created or updated policies and procedures on governance, animals on campus, vacancies, and College decision process. Established a regular review process for main policies.

#### Communication

- ✧ Created a Policy and Plans webpage for the main website and intranet (I.B., IV.A.6)
- ✧ Instituted automatic enrollment for faculty and staff in campus bulletin, News and Events (I.B.8)
- ✧ Increased communication between Chancellor's Office and campus (I.B.8, IV.B.)
- ✧ Improved program accreditation information on website (I.C.13.)

## STANDARD 02

### *What is in Standard II?*

In Standard II, the College describes its instructional programs, library and learning support services, and student services. The College assesses its educational quality and uses the results to improve its programs and services.

#### Student Learning Outcomes (II.A.)

- ✧ Work with faculty senate to ensure SLOS are on all syllabi (I.C.4., II.A.3.)
- ✧ Uploaded 50% of the course assessment plans in Taskstream (Watermark), as of May 2018 (II.A.1., II.A.3.)
- ✧ Established and filled a permanent assessment coordinator position (I.A.1., I.B.2., II.A.1., II.A.3.)
- ✧ Held three colloquia on student learning assessment (I.B.1., II.A.3.)
- ✧ Established the Kapi'olani Research Scholars Project (KRSP) (I.B.1., II.A., II.C., IV.A.)
- ✧ Offered training with nationally recognized assessment experts (I.B.1, II.A., II.C.)

#### Distance Education (I.B.6, II.A., II.C.)

- ✧ Developed and implemented DE plan
- ✧ Appointed a DE coordinator

- ✧ Developed a training program for instructors teaching DE (TOPP)
- ✧ Developed a policy to require distance education training for all new instructors planning to teach DE

#### Library and Learning Resources (II.B.)

- ✧ Established the Lamakū Learning Center and increased support for tutoring
- ✧ Established programs to reduce textbook costs for students

#### Student Affairs (II.C.)

- **Counseling and Advising**  
There continues to be 2 counseling areas: academic counseling and counseling for targeted populations (II.C.1.)
- ✧ Counseling SLO are in Taskstream (II.C.2.)
- ✧ SAOS are being revised by Admissions and Records, Financial Aid, and Graduation and Transcripts (II.C.2.)
- ✧ Improvements made in the enrollment processes
- ✧ Increased support for peer mentoring
- ✧ Improved Title IX policies and procedures
- ✧ Improved Student of Concern procedures

# STANDARD 03

## What is in Standard III?

Standard III is about resources: human resources, physical resources, technology resources and financial resources.

### Human Resources (III.A.)

- ✧ Increased staffing in Administrative Services (III.A.9.)
- ✧ Increased professional development funding (III.A.9)
- ✧ Improved and created more transparent position vacancy procedures (III.A.9., III.A.11.)

### Physical Resources (II.B.)

- Only facilities designated by a Long Range Development Plan (LRPD) are approved by the Board of Regents and may be constructed. The LRPD identifies the physical resources needed to achieve the College's mission and strategic plan goals. The last LRPD was developed in 2010 and the College is starting the development of the 2020 LRPD (III.B.4.)
- ✧ Completed phase one of the Culinary Institute of the Pacific – new construction (III.B)
- ✧ Updated classrooms with new equipment and furniture (III.B.)

- ✧ Renovated buildings: Lama, Mokihana, Naio, Manono, Manele, 'Iliahi, 'Ōhi'a, 'Ilima, Kōpiko Learning Center, Kōpiko courtyard, Kōpiko storage, STEM center (III.B.)

### Technology (III.C.)

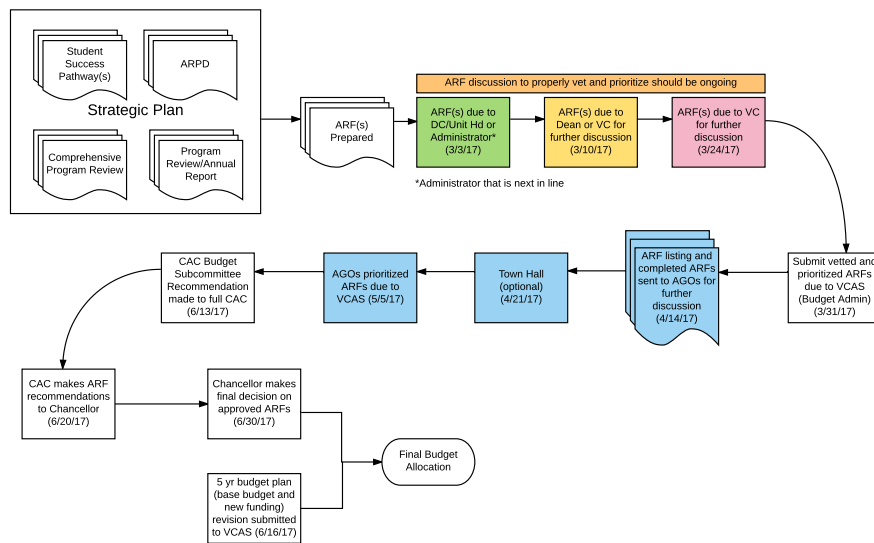
- ✧ In 2014 the College's Technology Plan 2013–2017 was created to identify technology needs, manage IT resources, and increase transparency. (III.C.1.)
- ✧ Developed procedures for centralized information technology management (e.g. annual technology budget, implementation of KACE hardware inventory system) (III.C.2.)

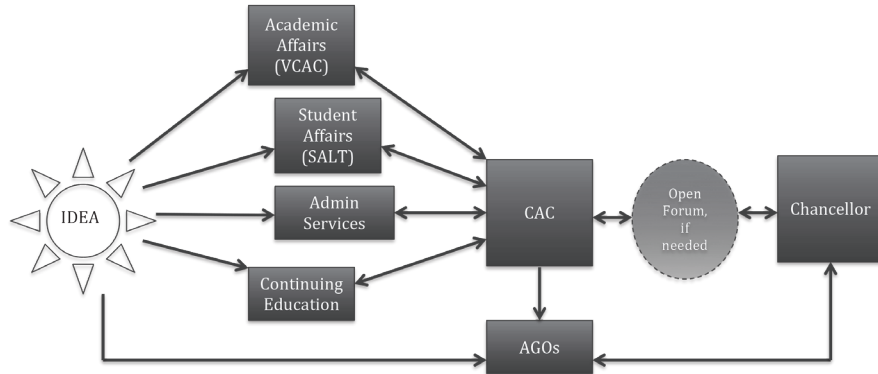
### Financial Resources (III.D.)

How does the College allocate resources?

- a Annual budgets are created for all departments, units and programs, and allocated biannually.
- b 5-year budget plans are projected for all departments, units and programs to set future budget priorities beyond annual needs.
- c Planning & Assessment Integration with Resource Allocation (PAIR) process, also known as the ARF process. ARFs are Allocation Request Forms, which are requests for resources outside of the area's operating budget.

- ✧ Completed a fourth cycle of integrated budgeting and planning using the process we developed in FY 14 through the Planning & Assessment Integration with Resource Allocation (PAIR process, aka ARF Process) (KOP 1.111) (I.B.8., III.D.1.)
- ✧ The College tied budget process to ssp





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August	September	October	November	December	January	February	March	April	May
CAC Charter	Enrollment Management and Hawaii Papa O Ke Ao	Sustainability	Distance Education Plan	Assessment	Technology	ARPD Analysis	Assessment and Student Success Pathway	Strategic Plan	

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## STANDARD 04

### What is in Standard IV?

Standard IV is about the College's governance and roles of the College's leadership, specifically the Chief Executive Office (at the UH system, the CEO is the Chancellor). The role of the Governing Board (UH Board of Regents) and the roles within our multi-college system.

- The Chancellor's Advisory Council (CAC) is the broadest representative body of the College that advises the Chancellor on her decisions. It is composed of leaders of instructional programs, administrative and educational support units, and representatives from the four authorized, constituent-based organizations (Faculty Senate, Student Congress aka Associated Students of Kapi'olani Community College (ASKCC), Staff Council and 'Aha Kalāualani (Native Hawaiian Council).
- The CAC reviewed and recommended for approval by the Chancellor:
  - a a revised Shared Governance Policy K1.201 on April 3, 2018 (I.B.7, I.C.5., IV.A.2.)

- b a college decision making process (see below, I.B.7, I.C.5, IV.A.)
- c a formalized process to create policy (I.C.5., IV.A.2.)
- d a revised CAC charter (I.C.5., IV.A.7.)
- e a more transparent procedure for managing position vacancies (III.A.11., IV.A.2.)
- f a commitment to keep college plans updated by reviewing them annually based on a schedule set by the Calendar to Review Plans. (IV.A.7.)

3

Decision Making Flowchart

4

Chancellor's Advisory Council Calendar to Review Plans

3

**QUALITY  
FOCUS ESSAY**



## What is the Quality Focus Essay?

The Quality Focus Essay (QFE) represents the culmination of the collective reflection and dialogue that took place at the College over the past two years to discover new ways to improve student learning, achievement, and success. College faculty, staff, and administration collected and reviewed the evidence to answer three questions “What do we do for students?”, “How do we do it?”, and “How do we know it is effective?”

With the Student Success Pathway (SSP) model as a guide, the College identified two action projects for a multi-year focus to improve student learning outcomes and achievement:

- 1 Foster and Increase Engagement in the Assessment of SLOs and SAOS to improve Student Learning
- 2 Increase Engagement for Student Success

The College continues its focus on creating student success through a collective culture, where all members take responsibility, work together, and build a community that supports and celebrates students' engagement, learning, achievement, and success – *No Ke Kauhale Ke Kuleana* (the responsibility of the community).

The Assessment of SLOs QFE is organized around themes while the Engagement for Student Success QFE is organized by phases with distinct goals for each phase.

## What is the Assessment QFE?

The main themes in the Assessment of Student Learning Outcomes QFE are:

- To update the assessment process under the guidance of the Assessment Coordinator
- To review the Taskstream (now Watermark) adoption process and to create queries and reports in Watermark to inform SLO assessments
- To update the general education outcomes and to map SLOs and SAOs to the revised institutional learning outcomes and general education outcomes
- To continue innovative workshops and programs to further engage faculty and staff and to explore impactful assessment activities across the College

During the third year, the College will close the loop and make appropriate changes based on completed analyses, including campus feedback on SLO and SAO assessment. Fostering and increasing campus engagement in SLO and SAO assessment will deepen conversations around student learning and, ultimately, will increase student success.

## What is in the Engagement QFE?

The Engagement for Student Success QFE has a different goal for each phase of the QFE. The College launched the SSP planning process in 2017. Departments, programs, units, and governance organizations created goals and action plans to improve student success. The QFE timeline starts in January 2019; however, the SSP planning process started in 2017, giving the Engagement for Student Success QFE a framework and essential data to review and improve the process.

The goals for each phase are as follows:

### Phase 1

Increase course completion for all students and fall-to-spring persistence

### Phase 2

Increase certificates and degrees for all students, increase student transfers within and outside of the UH system; increase certificates and degrees for Native Hawaiian students; increase certificates and degrees for Pell grant recipients; and increase STEM certificates and degrees

### Phase 3

Complete the College's 2022–2027 Strategic Plan with clear directions, goals, outcomes, and measures for student engagement, learning, achievement, and success

4

**KAPI'OLANI  
COMMUNITY  
COLLEGE  
PROGRESS  
SINCE 2012**

## What progress has Kapi'olani Community College accomplished since 2012, the year of the last accreditation review?

### **Planning and Resource Allocation (standards I.B.6., I.B.7., I.B.9.)**

- Established Kapi'olani Operational Policy (KOP) #1.111, *Planning and Assessment Integration with Resource Allocation (PAIR)* process with ongoing improvements to the process of tying assessment to planning to resource allocation
- Established KOP #1.112, Participation in College Decision-Making Processes
- Revised PAIR budgeting flowchart to incorporate the SSP
- Developed a more interactive and transparent 5-year budget planning process that asked departments, units, and programs to set future priorities

### **Student Success**

- Established the Queen Kapi'olani Student Success Council
- Developed the SSP
- Tied SSP to mission and strategic plan
- Tied SSP to planning and resource allocation
- Established Lamakū Tutoring center and worked to standardize and coordinate tutoring across campus (II.B.)

### **Communication (I.B., I.C.1., IV.A.)**

- Website upgrade and continuous improvements
- Developed a mobile app for students
- Developed a new intranet, 'Ohana
- Moved college policies, planning documents, and business office and human resources information and forms to the College's websites.

**Institutional Effectiveness (I.B.)**

- Revised campus climate survey
- Increased training in the use of Community College Survey of Student Engagement (CCSSE) data (I.A., I.B.)

**Instruction (II.A.)**

- Improved developmental education with co-requisite process and math acceleration
- Institutionalized the Undergraduate Research Experience
- Created new programs in response to community needs: school health assistant, adult residential care home operator
- Established agreements for international internships for Meiji and Meikai University in hospitality in Hawai'i
- Improved Office of Continuing Education and Training services
  - a Created new programs: Health Education Non-Credit program and culinary workforce initiatives
  - b Used U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, Perkins grants to develop programming
  - c Offered, through the HINET Workforce Education and Training Support program, Supplemental Nutrition Assistance Program (SNAP) Employment and Training Program
  - d Developed apprenticeship programs in optometry, community health, pharmacy, and culinary

**Learning Outcomes Assessment (II.A., II.C.)**

- Purchased the assessment management system Taskstream in 2014 (now Watermark)
- Approved of four Institutional Learning Outcomes (I.A.1.)
- Before the support of an assessment coordinator, instructors, counselors, and administrative services uploaded assessment activity to Taskstream (Watermark) (I.B.2., II.A.3.)

**Distance Education—additional activities (I.B.6, II.A., II.C.)**

- Appointed a Distance Education (DE) interim coordinator, then appointed a DE Coordinator
- Developed a program to provide online skills training for students
- Allocated a full time dedicated online counselor

**Student Services (II.C.)**

- Established a Title IX program and services
  - a Developed a student of concern reporting system
  - b Adopted Maxient online system for managing cases for students of concern
- Established a mental health counselor position and hired a mental health counselor

**Technology (III.C.)**

- Installed new internet switches throughout campus

**Financial (III.D.)**

- Added questions for those who prepare five-year budgets to integrate resource allocations into academic planning as reflected in ARPDS, SSFS, or other annual reports.



UNIVERSITY of HAWAII®

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COMMUNITY COLLEGE



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