Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.
II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.1

Descriptive Summary

All instructional programs offered by Leeward Community College (Leeward CC) are developed so that they can be available through different delivery methods, including being offered at the Pearl City campus, the Wai‘anae campus, or through distance education (DE).

Educational Goals

Leeward CC is the first community college in Hawai‘i that was developed as a liberal arts college as it did not have a connection to a pre-existing technical school. The emphasis on liberal arts has continued and in 2010-2011, there were 80 percent Associate in Arts (AA) degrees granted of the total degrees awarded. Of those AA degrees, ten percent were awarded as AA in Teaching (AAT) degrees. In addition, of all students graduating or transferring at the end of 2010-2011, approximately 25 percent transferred to a University of Hawai‘i (UH) baccalaureate university and 75 percent attained a degree.

Student learning outcomes (SLOs) and authentic assessments are in place for courses, certificates, programs, and degrees. These assessments are ongoing and systematic and used for the improvement of student learning. For an in-depth discussion on how the college has implemented SLOs at the Proficiency level according to the ACCJC’s Rubric for Evaluating Institutional Effectiveness—Part III, see Standard II.A.1.c.

Alignment with Mission

The approval process for all courses, programs, and certificates follows specific guidelines as administered through the college’s Policy on Curriculum Review and Revision, L5.201 (IIA-1). This curricular process includes a requirement that all courses and programs align with the college's mission. When a course is proposed, modified, or reviewed, the proposer must answer a question about the “curricular function” as it relates to the college's mission and the achievement of relevant degree and certificate program requirements. When a program or certificate goes through this curricular process, the proposer must answer a question explaining the relationship of the program learning outcomes (PLOs) to the college's mission.

An example of program alignment to the mission can be found with the AAT degree. The example below is from Curriculum Central, the UH online system for curriculum review.
Field 1: Are the program outcomes appropriate functions of the college and university? (Relationship to university and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.)

The college’s current strategy (College Mission Statement, 2006-2007 Catalog and the most recent, 2008 - 2009) recognizes the difficulty that public schools in its Leeward and Central service area have experienced with the recruitment and retention of teachers, and it provides the proposed AAT degree as part of its commitment to address that challenge. From the outset, the college will structure the program with a career ladder concept in mind. This approach will help the AAT program to access existing, successful program feeders into the pipeline of teaching recruits.

Additional examples can be found in Appendix IIA-A (Programs Aligned with Mission) (IIA-2 through IIA-6).

The Annual Program Review (APR) process, as administered through the college’s Policy on Annual Program Review, L5-202 (IIA-7), provides another mechanism to ensure that all courses, programs, and certificates align with the college’s mission. Each year, all units and areas complete an APR template, which includes a question about how the work performed by faculty or staff in that unit or area is aligned with the college’s mission. An excerpt from the completed Leeward CC Wai’anae APR template is shown below.

Leeward CC Wai’anae Summary, Question 1: Provide a brief analysis of Leeward CC Wai’anae based on: Alignment with college mission; Evidence of quality; Evidence of student learning; Resource sufficiency; Recommendations for improving outcomes

The work performed at Leeward CC Wai’anae is fully aligned with the college mission, most specifically in the areas of access, teaching and learning, workforce development, and community development. We view our work as an opportunity to work with others in partnership to raise the social and economic indicators of the Wai’anae community through greater access to higher education. Evidence of the quality of our work comes from the general and sometimes significant increases we have seen in enrollment, retention, and persistence of our students. Evidence of student learning also comes from the increases in student success in most classes. We are exploring several initiatives to improve student success and persistence outcomes, including a first year male mentoring program, contextually-based, learner-centered instruction, and on-site childcare facilities.

For an in-depth discussion on how the college’s curriculum review and revision process works toward upholding the integrity of the college’s programs, see Standard II.A.2.a. and Standard II.A.2.c. For an in-depth discussion on how the APR process works toward upholding the integrity of the college’s programs, see Standards II.A.2.e-f. For additional discussion on how programs are assessed for currency, teaching and learning strategies, and student learning outcomes, see Standards II.A.1.c. and II.A.2.c-f.
Emerging Fields of Study

A key principle in the college's mission is preparing students for careers in high-demand and emerging fields. To this end, the college has developed specific credit and non-credit programs. An example of a new program developed to meet Workforce Development needs is the Certificate of Professional Development in Process Technology which consists of 13 non-credit courses. This certificate utilizes a recognized process technology curriculum and was first offered through the Office of Continuing Education and Workforce Development (OCEWD) in December 2008. This certificate provides petroleum-refining and power-generation industries in Hawai‘i with needed trained technicians in Process Technology. Students that complete this certificate are eligible to take a certification exam. Another newly approved program in an emerging field is the AS in Health Information Technology (AS-HIT) degree, which will be offered to students in the fall of 2012. Through this program, students will be able to expand their records and information management skills in medical coding and medical records, including electronic records. Additional examples can be found in Appendix IIA-B (Programs in High-Demand and Emerging Fields) (IIA-8 through IIA-11).

The college has recently focused more attention on four specific goals with the creation of the Student Success Committee (SSC). The creation of this committee and its goals is discussed in Standard I.B.1. One of the goals of the SSC is to increase the number of graduates and transfers in all programs by 25 percent. This is also a UH system goal. When compared to the baseline year of 2010, the college is already making progress in the number of degrees and certificates awarded. For the number of students transferring, Leeward CC has already met the 25 percent increase goal (IIA-12).

As emphases on graduation and transfer rates have increased, the college has made changes to the AA degree to facilitate degree achievement. These changes in the AA degree requirements are predicted to lead to higher graduation rates for students earning the AA degree. In 2011, the AA degree was revised in an effort to better align Leeward CC’s degree requirements with the degree requirements at UH Mānoa to help students who planned to transfer and complete a baccalaureate degree (IIA-13). Since this change was approved, 39 students earned an AA degree that would otherwise not have met the requirements under the previous AA degree. This translates into an 8.7 percent increase in AA degrees awarded with the new degree requirements.

A number of new initiatives have been adopted on campus to increase the graduation and transfer rates in Career and Technical Education (CTE) programs including the addition of program counselors within divisions to provide stronger support to students. A focus on increasing graduation and transfer rates in all programs has led to increased visibility and training on the use of STAR for Students (IIA-14) and the adoption of the mandatory New Student Orientation (NSO). Some increases have been demonstrated in CTE graduation rates, though the college is looking for additional increases in completion rates in the coming years (IIA-15).

Distance Education

Instructional programs offered through DE must also address and meet the mission of the college and uphold its integrity. DE courses and programs support three of the four core principles in the college’s mission: Access, Work Force Development, and Personal Development. Offering a broad range of DE courses for students who will be entering an increasingly technological workforce environment supports the college’s mission to provide a trained workforce needed in the State, region, and internationally, by allowing students to remain in their geographical areas while taking post-secondary courses as they receive training or retraining for the workforce. DE courses also support the college’s mission to provide opportunities for occupational upgrading by providing students with opportunities to use technology in an academic and work-related
Specific courses and programs are offered via DE to address workforce development. It is clear from enrollment that there is a demand for online sections of particular courses and in some cases entire programs. The AAT program, for example, offers all of its required courses in both face-to-face and online delivery formats. Teacher training is a high-need area in the local community, particularly on the Wai‘anae coast, where course offerings at the Leeward CC Wai‘anae campus are limited by distance and classroom space concerns. In addition, some courses are offered via DE to address transfer needs of students such as English 200, Composition II, which is required for all students transferring to or attending UH West O‘ahu, one of the UH baccalaureate institutions.

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

While the college is able to demonstrate that face-to-face and DE instructional courses and programs address and meet the mission of the college and uphold its integrity, there could be more evidence of this connection with a deeper analysis of disaggregated data on student achievement and SLO assessment results for DE students.

**Actionable Improvement Plans**

See Standard I.B.5.
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The students at Leeward CC come from diverse backgrounds and have a variety of needs that must be addressed.

Diverse Population

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>11</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,827</td>
<td>42.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>95</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hispanic/Latino of Any Race</td>
<td>87</td>
<td>2.0%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1,163</td>
<td>26.9%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>99</td>
<td>2.3%</td>
</tr>
<tr>
<td>White</td>
<td>419</td>
<td>9.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>580</td>
<td>13.4%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>35</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total</td>
<td>4,316</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 56, Fall Enrollment by Race/Ethnicity

The majority of the student body identify themselves as Asian with a large percentage identified as Hawaiian and Pacific Islander. The Native Hawaiian and part Hawaiian ethnicity has seen the largest percentage growth in recent years and constituted 26.1 percent of the student population in the fall of 2010. To address this student population, the college created the Hālau 'Ike O Puʻuʻulaʻa Native Hawaiian Student Support Program (IIA-17). This program is an academically rigorous and culturally relevant puʻuhonua (place of refuge) that houses academic and student support programs. The college has also added a program counselor to specifically support Native Hawaiian students. A second Native Hawaiian program counseling position is currently the top instructional priority for the college (IIA-18). In addition, the college will be offering the AA in Hawaiian Studies (AA-HS) beginning in the fall of 2012 (IIA-19, IIA-20).

Other significant characteristics of the student body are that it includes approximately 60 percent women, 58 percent of students are attending school part time, and the average age of students is 25, with 32 percent in the 25 and over age range (non-traditional students). Students entering the college also show a lack of basic skills with more than 60 percent of students entering higher education being placed in basic/developmental level English and/or math courses.

The Waiʻanae campus data, as a subset of the Leeward CC data, indicates that 73 percent of students attending that campus are female and the average age is 27, with 44 percent being over
the age of 25. The majority of students at the Wai‘anae campus identify themselves as Native Hawaiian or part Hawaiian (68 percent). Academic preparation is a significant and serious issue, as over 90 percent of new students are placed in developmental math, over 50 percent in developmental reading, and over 65 percent in developmental writing.

The college seeks to meet the varied educational needs of its diverse student body through programs consistent with students’ educational preparation, diversity, and demographic and economic backgrounds. Many of the college’s programs are designed to address specific student needs, such as the programs listed in Appendix IIA-C (Programs to Address Specific Student Needs) (IIA-21 through IIA-30).

To help identify and meet student learning needs, the college uses demographic and other statistical information collected by the University of Hawai‘i Office of Institutional Research (UH IRO) and published as Management and Planning Support Reports, which are included in the Leeward CC Fact Sheets 2006-2011 published on the college’s Office of Planning, Policy and Assessment (OPPA) website (IIA-31). These reports include course registration data, degrees and certificates earned, enrollment projections, and graduation and retention rates. The data is often disaggregated by demographics.

This data is available to the campus-at-large and distributed as part of the APR process where it can be referenced and analyzed in the APR template to address student learning needs. Two examples are provided in Appendix IIA-D (Data and Analyses in the APR Template) (IIA-6, IIA-32).

**Educational Preparation**

In the fall of 2011, the placement of students showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Reading</td>
<td>6.6%</td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>36.5%</td>
</tr>
<tr>
<td><strong>Total Reading</strong></td>
<td><strong>43.1%</strong></td>
</tr>
<tr>
<td>Adult Basic Writing</td>
<td>17.5%</td>
</tr>
<tr>
<td>Developmental Writing</td>
<td>44.7%</td>
</tr>
<tr>
<td><strong>Total Writing</strong></td>
<td><strong>62.2%</strong></td>
</tr>
<tr>
<td>Adult Basic Math</td>
<td>4.2%</td>
</tr>
<tr>
<td>Developmental Math</td>
<td>75.1%</td>
</tr>
<tr>
<td><strong>Total Math</strong></td>
<td><strong>79.3%</strong></td>
</tr>
</tbody>
</table>

Table 57, Placement in Developmental Courses

To address the level of under-preparedness of students, a number of innovative interventions have been implemented in the developmental math and Language Arts classes. More discussion on the newly deployed math emporium model can be found in Standard II.A.1.b. The Language Arts division has experimented with several models for accelerating course completion for students in developmental education classes. The models range from compressing four developmental education classes into a single 6-credit course to combining students in the developmental education composition course with the college-level composition course.
On the support side, Student Services has employed a number of methods for providing intrusive support to students. Some examples of new initiatives include mandatory NSO and initial advising for all students new to the college; fundamental instruction in the use of STAR for Students as a degree planning tool for students; intrusive counseling for students with demonstrated need for additional support; and alternative delivery methods to address students who are not readily available for in-person advising and counseling during regular work hours.

**Student Engagement**

In 2008 and 2010, the college participated in the Community College Survey of Student Engagement (CCSSE) to ascertain additional information about the needs of Leeward CC students. In 2010, one of the areas of highest student engagement was the frequency of peer and other tutoring (IIA-33). The college has provided additional resources for peer tutoring in developmental education and to support STEM and gatekeeper courses. Programs including the AAT and the Hālau ʻIke O Puʻuloa have also implemented peer tutoring to provide support to their students.

Areas of lowest student engagement included the use of skills labs and computer labs. One change adopted by the college that may address these issues includes renovating the library building into a learning commons complex. The renovated facility will provide open access to computers as well as easy access to tutoring services in the same location. The campus also recently renovated a space to house the math emporium classes. With this newly renovated space, students’ attendance will be required to practice skills and take math course assessments.

The Wāiʻanae campus also participated in the 2008 and 2010 CCSSE and received its data disaggregated from the main campus. In 2010, Wāiʻanae received significantly higher scores than the Pearl City campus in all five benchmarks. In addition, between 2008 and 2010, the Wāiʻanae campus saw a 16 percent increase in its CCSSE benchmark scores. This significant increase is a recognition of the improvements made at the Wāiʻanae campus in the past six years.

One of the areas of highest student engagement at the Wāiʻanae campus is the frequency of use of computer labs. Significant improvements have been made since 2006 in access to technology with the purchase of 50 Dell laptop computers, 16 Mac laptops, and 15 additional desktops. With wireless access, students can use the laptops anywhere in the building. As a result, the study areas are often overflowing. Two of the areas of lowest engagement were the frequency of use of student organizations and use of peer tutoring. Since the CCSSE was administered in the spring of 2010, the Wāiʻanae campus has dedicated staff to improve engagement in student activities and increase participation in student organizations and has hired additional math and writing tutors.

**Distance Education**

For DE students, individual instructors may have students complete an online-learning preparedness survey (self-inventory, orientation, assessment) and/or eCAFE course evaluation questions concerning sufficient equipment and technical skills (IIA-34, IIA-35).

In efforts to continue identifying additional student learning needs during the semester, the Educational Media Center (EMC) hosts iLearn and a social networking site where online students post their questions and concerns in addition to finding out about campus workshops, and so forth. (IIA-34).

At the end of each semester, students enrolled in DE courses are sent an online DE student satisfaction survey by the DE coordinator using the SurveyShare software. Results from the survey show that on the average over 75 percent of DE students are female and over the age of 20, and
nearly 70 percent have taken more than one DE course. Over 80 percent of the students agreed that the evaluation of their performance included a variety of methods other than tests and quizzes; that there were opportunities to interact with other online students; and that the learning activities helped them reach the stated goals of the course. The DE student satisfaction survey is the primary means by which the college attempts to identify needs specific to online students (IIA-36 through IIA-42).

To further meet student learning needs, some courses, such as English 200, include real-time online workshops (via online meeting software such as Blackboard Collaborate) with various campus resources, such as reference librarians, writing consultants, counselors, and Job Prep Services staff. In addition, the college’s website hosts a dedicated Distance Education Student Support webpage, which most online instructors link to their online courses. This page includes a centralized list that includes links to services most relevant to online students; for example, Laulima support services, the library, the Learning Resource Center, and the Smarthinking tutoring services. (IIA-43).

Currently DE course assessment is conducted within that of face-to-face sections of a particular course, and disaggregated DE-specific student achievement rates have not yet been compiled. In order to examine whether DE students (versus students in face-to-face sections) are meeting SLOs, the college is devising a method to disaggregate DE data for analysis.

Response to the ACCJC’s 2006 Recommendation
In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #2: Instructional Programs, for further discussion on the college’s response to this recommendation.

Self Evaluation
The college is performing at expectations in this standard and is continuing to make improvements in this regard.

While the college is meeting the needs of its students of varied educational backgrounds, challenges remain with regard to a lack of research and analyses of the DE students’ learning needs and achievement. Course and program assessments need to be disaggregated for DE students to determine if the delivery method is consistent in supporting student learning when compared to traditional classes. In addition, there is a lack of student achievement data disaggregated for DE students. Additionally, there is no institutionalized process for students to evaluate their online learning preparedness.

Course assessment is widely implemented; however, comprehensive reporting of outcome achievement is still limited for traditional and online courses.

Actionable Improvement Plans
See Standard I.B.5.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary**

At Leeward CC, instructors consult with their division chair and discipline faculty to determine which delivery systems and modes of instruction are appropriate for their courses. These procedures are clearly delineated in the 2009-2015 Agreement between the University of Hawai‘i Professional Assembly and the University of Hawai‘i Board of Regents (IIA-44, Article IV.B.3., page 4).

Faculty members at the college have taken the initiative to continually improve instructional courses and programs by examining delivery methodology. One of the more ambitious improvements has been the complete redesign of the delivery method for math courses based on assessment results and poor student success rates. The entire developmental math sequence was redesigned using the emporium model from the National Center for Academic Transformation (NCAT) and fully implemented in the fall of 2011. This redesign required funding from a variety of sources including the college, system grants, and external grants. In the fall of 2010, the college received a grant from the NCAT as part of its Changing the Equation program focused on redesigning remedial/developmental math courses.

The emporium model was implemented after initial efforts to make course and program changes had little effect on reducing time in remedial and developmental math classes. To improve instruction in the classroom, math faculty attended several workshops, including the Teachers Teaching with Technology conference in January 2009 and the Pacific Island Mathematical Association for Two Year Colleges conference in March and October 2009. Additionally, several remedial and developmental classes used an online study skills survey and quizzes in the spring of 2009. The instructors used the math study skills booklet, which was included with the Math 22, Math 73 and Math 83 courses. The survey helped the student review their current study habits and provided instructors with information on their attitudes and practices.

After reviewing SLO assessments and student success rates, the decision to pilot the emporium model was made and spearheaded by math faculty. Initial student success data led to the widespread deployment of the emporium model to all math classes: remedial, developmental, and college-level (IIA-45). Student success rates shown in the table below demonstrate improvements as the model is fine-tuned and deployed to more classes.

<table>
<thead>
<tr>
<th></th>
<th>Legacy MATH 22</th>
<th>Emporium MATH 18 (replaces MATH 22)</th>
<th>Legacy MATH 73 &amp; 83</th>
<th>Emporium MATH 82 (replaces MATH 73/83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>59.1%</td>
<td>56.8%</td>
<td>43.4%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62.2%</td>
<td>59.5%</td>
<td>55.9%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>48.1%</td>
<td>68.6%</td>
<td>46.7%</td>
<td>61.1%</td>
</tr>
</tbody>
</table>

Table 58, Student Success Rates, Math Emporium Model

Through curriculum review and revision, the college ensures that delivery of instruction fits the objectives and content of its courses. When a course is proposed, modified, or reviewed, the proposer must indicate the methods of instruction used. An example can be found in Appendix IIA-E (Methods of Instruction) (IIA-46, IIA-47).

This review and revision process includes specific questions about DE courses. If a course is
offered in a DE format, the proposer responds to several DE-specific questions. One of the questions asks if specific technology will be integrated into the course and how the use of that technology will be appropriate to the nature and objectives of the course. Another question asks about the methods used to ensure timely and effective student-to-faculty and student-to-student interaction and about the technology skills needed by students to succeed in the course. Two examples can be found in Appendix IIA-F (DE-Specific Questions on the Core Course Outline) (IIA-48, IIA-49).

In 2011, the DE Committee in collaboration with the EMC began to develop a strategic plan specifically to address DE issues at Leeward CC. This plan was vetted with the campus community and approved by Faculty Senate on May 9, 2012 (IIA-50). As part of this plan, a number of specific tactics have been identified including the need for student surveys to ensure the DE delivery mode is meeting the needs of our students.

Many of the issues addressed in the DE strategic plan were brought up during the roundtable discussions at convocation in the spring of 2012 in which faculty and staff expressed their opinions about the quality of instructional programs offered through DE (IIA-51). The following is a summary of the discussion based on facilitators’ notes:

For this topic, participants felt the college ensured the quality of its instructional courses and programs offered through DE by providing quality training and support mainly through the EMC. There are peer and student evaluations in place, although they should undergo continuous revision and improvement. Teaching Squares was thought to be an effective program that allows DE instructors to share and see each other’s courses. Faculty thought that the Technology Boot Camp and summer training were good. There are model classes that others can view. Participants appreciated the one-on-one support received from the EMC. Participants offered a number of suggestions to improve the college’s DE courses:

• Professors should teach face to face until they reach high quality, and then they should transition to courses in DE.
• Create and enforce policies for developing and teaching DE courses.
• Have competency tests of students enrolling in DE courses.
• Have courses for students to develop computer skills as well as open/rolling enrollment.
• Hire instructors with online teaching experience.
• Create a process to ensure the development of quality courses.
• Increase opportunities for faculty and staff to share and discuss DE.
• Develop DE guidelines for instructors to follow (for example, no broken links, respond within 48 hours on week days).

The newly UH BOR-approved AA-HS degree is another example of how the college considered the current and future needs of its students when designing modes of instruction. To assess potential interest to earn the AA-HS degree among Leeward CC students, the Hawaiian studies (HWST) and Hawaiian language faculty administered a survey to all students enrolled in Hawaiian studies, Pacific studies, and Hawaiian language courses at both the Pearl City and the Wai’anae campuses. In the survey, students were asked to rate their response to the following statements: “I would like to increase my knowledge of Hawaiian language, history, and/or culture” and “I would like to earn an AA in HWST at Leeward CC if it were available.” The survey brought in 377 responses which, when summarized, projected positive potential enrollment.
for this proposed degree. Responses to the first question indicated that 79 percent of respondents either agreed or strongly agreed that they wanted to increase their knowledge of Hawaiian language, history, and/or culture. Responses to the second question revealed that the majority of respondents (215) would choose to earn an AA in Hawaiian Studies if it were available at Leeward CC (IIA-19).

**Campus Perception**

In the 2011 Employee Satisfaction Survey, faculty were asked about their use of multiple modes of instruction. A total of 79 percent of respondents indicated they use three or more delivery modes within a single class period. For online instructors, 89.5 percent indicated they use three or more delivery modes within a single class period (IIA-52).

In the Community College Inventory survey conducted in 2009 and 2011, the following items have shown improvement (IIA-53). The highest possible score is 4.0.

<table>
<thead>
<tr>
<th>CCI Survey Item</th>
<th>2009</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty design curriculum and teaching strategies to ensure alignment with required student learning outcomes.</td>
<td>2.5</td>
<td>2.9</td>
</tr>
<tr>
<td>Faculty members implement diverse approaches to learning that address and challenge the variety of learning styles among their students.</td>
<td>2.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Students frequently engage in other active and collaborative learning experiences (for example, learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).</td>
<td>2.2</td>
<td>2.4</td>
</tr>
</tbody>
</table>

The college identified Planning Agenda 6 in 2006 to continue to collect and analyze data on student achievement of SLOs and to make changes to ensure that its delivery systems and modes of instruction are appropriate and effective. As a response, additional questions regarding the appropriateness of modes of instruction were added to the Curriculum section of the APR template for instructional reviews. The questions read as follows:

*Discuss any innovations in teaching methodologies implemented in the division. How are faculty tracking the effects of new pedagogical methods? Summarize types of delivery systems and modes of instruction that are used in the division (based on core outline in Curriculum Central, the UH online system for curriculum review), and discuss their appropriateness in relation to student achievement of SLO.*

Appendix IIA-G (Innovations in Teaching Methodologies) provides examples of how the college’s six instructional divisions responded to these questions in the 2011-2012 APR template (IIA-54 through IIA-59).

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college evaluates delivery methods for their effectiveness in meeting student learning needs. The curriculum review and revision process is the primary means for determining effectiveness of delivery methods meeting the objectives and content of the course.

Evaluation of online course delivery is not systematic at this time. Instructors are encouraged
to request peer evaluations of their online classes, but it is not required. In addition, there is no process in place to evaluate online courses against DE guidelines. These guidelines are provided as recommended best practices.

**Actionable Improvement Plans**

The Faculty Senate and the DE Committee will review the current process for evaluation of online and face-to-face courses and make recommendations to the vice chancellor of academic affairs to ensure comparable student learning in both delivery modes by the spring of 2013.

**II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

**Descriptive Summary**

The college has identified SLOs for all courses, programs, certificates, and degrees. The student learning outcomes for general education, which comprise the learning outcomes for the AA degree program, are discussed in detail in Standards II.A.3.a-c. The college is also reviewing SLOs for non-credit programs through the OCEWD.

**SLOs Identified and Assessed**

To ensure that all SLOs are clear, appropriate, and measurable, the OPPA maintains an assessment section on the Leeward intranet that includes helpful information on SLOs and the assessment process and also stores commonly used documents. One such document is the Student Learning Outcomes Rubric, which was designed to assist faculty to create or modify outcomes (IIA-60). The OPPA also developed SLO assessment steps to guide faculty through the assessment process (IIA-61).

All SLOs for courses, programs, certificates, and degrees are vetted by the Curriculum Committee, approved, and then published to students and the public in the College Catalog (IIA-24). SLOs are also available in Curriculum Central (IIA-62), the UH online system for curriculum review. Furthermore, all course syllabi include approved SLOs, which are the same regardless of delivery method used. Syllabi are made available to students at all division offices and at the library. The college recognizes that SLO creation and assessment is an ongoing process, and therefore is engaged in continually re-visiting SLOs to ensure quality. Examples of SLOs in Curriculum Central can be found in Appendix IIA-H (SLOs in Curriculum Central) (IIA-63, IIA-64) or in Curriculum Central.

Faculty in each of the six instructional divisions (Arts and Humanities, Business, Language Arts, Mathematics and Natural Sciences, Social Sciences, and Professional Arts and Technology) and OCEWD are responsible for the creation of SLOs for their courses, programs, and certificates. Faculty may review SLOs of similar courses at two- and four-year institutions, review national and professional standards, and seek assistance from advisory committees to help determine SLOs that reflect the discipline's current trends and that are aligned with the college's institutional learning outcomes (ILOs).

For CTE programs and OCEWD’s workforce development programs, college advisory committees meet once or twice a year and assist in the development of SLOs at the program level.
Advisory committees exist for Accounting, Automotive Technology, Biotech, Business Technology, Digital Media, Culinary Arts, Information and Computer Science, Management, Process Technology, Substance Abuse Counseling, and Television Production. A listing of current board members is available in the *College Catalog* (IIA-24). Meeting minutes for advisory committee meetings reside within each program.

Authentic assessments are ongoing, systematic, and used for improvement of student learning. The process to assess student achievement of SLOs at the course level has three distinct phases: Phase 1A, Phase 1B, and Phase 2. The general timeframe for completing Phase 1A and Phase 1B is during the first semester, and the completion of Phase 2 usually occurs in the subsequent semester during which an improvement is implemented. As assessment efforts are completed, faculty and staff fill out different sections of the Leeward CC SLO assessment form, which is then reviewed in each division or area by the division chair or support unit head and submitted to the OPPA (IIA-63).

To prepare for the submission of the ACCJC’s *College Status Report on Student Learning Outcomes Implementation* that is due in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for courses, programs, and ILOs as of the end of the spring semester for 2012 (May 11, 2012):

1. **Courses**
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 402
   b. Number of college courses with defined Student Learning Outcomes: 401
      Percentage of total: 99.8%
   c. Number of college courses with ongoing assessment of learning outcomes: 368
      Percentage of total: 91.5%

2. **Programs**
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 68
   b. Number of college programs with defined Student Learning Outcomes: 67
      Percentage of total: 98%
   c. Number of college programs with ongoing assessment of learning outcomes: 67
      Percentage of total: 98%

3. **Institutional Learning Outcomes**
   a. Total number of institutional Student Learning Outcomes defined: 3
   Number of institutional learning outcomes with ongoing assessment: 3

**Dialogue about the Results of Assessment**

Student achievement of learning outcomes is assessed and analyzed through an assessment process and the APR. The college’s Policy on Assessment, L5.210 (IIA-64) and the Policy on Annual Program Review, L5.202 (IIA-7) communicate requirements and procedures to the campus community. For an in-depth discussion about how the college engages in institutional dialogue about the results of course-level assessment, see Standard I.B.1. and I.B.5.

Through the APR process, student learning outcomes are specifically linked to program review, a characteristic of the Sustainable Continuous Quality Improvement level for Part III of the
ACCJC’s Rubric for Evaluating Institutional Effectiveness. At the program level, assessment results are included in the APR template and analyzed for future changes and possible resource allocation requests. One example of program level assessment is shown below for the Accounting program. The complete Business Division APR template can be found in DocuShare (IIA-55).

**Business Division, Annual Program Review, 2011-2012**

| Program SLO Assessed | ACC: SLO#1 Perform basic accounting tasks and maintain accurate accounting systems including the preparation of financial statements  
ACC: SLO#3. Access, analyze, and interpret information to make judgments and to solve business problems. |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What was learned from the assessment? | These program SLOs were assessed in conjunction with the course assessments of ACC 124 and ACC 201. Basic, foundation level knowledge for the program is learned in either of these two courses. See the above course assessments for more details.  
Most students knew most of the normal balances of accounts and could relate them to the financial statements; however, they were not aware of subsidiary ledgers and special journals. |
| What changes were made or actions taken for improvement? | Some instructors introduced appendix material into the course in order to cover all concepts as listed in the course outlines to meet the SLOs.  
We also changed our textbook and the homework management program. The new program also has a module that analyzes the student’s knowledge and presents data based on the student’s need. |
| What future changes are planned? | Continue using the Maka’ala (Early Alert system).  
Once our equipment arrives and is prepared, we will supply the classroom with the laptops, and ask for assistance from content tutors.  
Continue to monitor the completion rates for ACC 124 and ACC 201. |

For additional discussion on how there is widespread institutional dialogue about the results of assessment and how those results are used to improve student learning, see Standard I.B.1. For additional discussion on how decision-making processes include dialogue about the results of assessment, also see Standard I.B.1., Dialogue about Improved Student Learning and Achievement, and Standard I.B.3., Cycle of Evaluation and Integrated Planning.

**Allocation of Resources**

Assessment results are a component of the college’s APRs. Assessments indicate to program coordinators and division chairs the attainment of student learning and therefore the instructional needs of the program. Program reviews in turn are used to plan for improvements. Specifically, item 1 under Student Learning and Achievement of the APR incorporates both course and program SLO assessments done by each program or support area by requiring an analysis of the student achievement of SLOs as a result of that assessment. The resulting analysis and subsequent
plan of action of changes needed to improve learning is also included in this discussion. If the proposed action has a budgetary impact, then the budget request is considered for inclusion in the annual budget planning. Currently, DE courses are assessed and subsequent plans of action and budget requirements are included in the APR process in the same manner as face-to-face courses. For a more in-depth discussion of how assessment results are a component of the college’s overall planning cycle, see Standard I.B.3. and I.B.4.

**Course and Program Alignment**

In January 2009, the director of the office of planning, policy, and assessment (DPPA), the accreditation liaison officer (ALO), and a group of faculty attended the WASC Retreat on Student Learning (IIA-65). Faculty attended from the general education areas (writing, oral communication, quantitative reasoning, and technology and information literacy), the assessment team, and the CTE programs. The goals were 1) to expand the work that was being done by the assessment team; 2) to create an implementation plan for developing general education assessment via the course assessments that are in process or are being developed; and 3) to work on the curriculum grid. As a result, the DPPA worked with faculty on a program assessment plan (PAP) draft to be used by all degree and certificate programs for program assessment.

The original PAP draft was written with an AS/AAS program focus because of the clear alignments that already exist between these course and program outcomes. In fact, because of this alignment, the existing course and program assessment processes resulted in a duplication of efforts in reporting results of course and program assessments. This duplication is eliminated with the PAP process. Two AS programs (ICS and Accounting) piloted the PAP during summer 2009 to align courses with PLOs and ILOs, schedule program courses for ongoing assessment on the next timeline (2010-2014), and provide feedback on the process. The PAP process was to be introduced to all CTE programs in the fall of 2009 (IIA-66, IIA-67).

To establish a PAP for the AA degree program, the college worked to simplify an existing curriculum grid indicating which AA courses address which general education outcomes. Twenty-one courses were identified as those most commonly taken by the college’s AA graduates. With the existing AA program assessment process, though, course assessments did not always speak to program assessments, and the college did not have a formalized process for identifying appropriate artifacts for AA cross-curricular program (general education) assessments. The AA degree PAP was drafted during the summer 2009 and was supposed to be piloted during the fall of 2009 (IIA-68). Due to the complexity of the AA degree program and the fact that the AA degree program is cross-disciplinary, it was never implemented.

In January 2010, the DPPA, the ALO, and a group of faculty attended the WASC Retreat on Student Learning and Assessment, Level II (IIA-69). The goals at this workshop were to expand the PAP to include the cross-disciplinary AA degree program and to develop a stronger understanding of the relationship between the AA degree and general education outcomes. As a result of this workshop, new overarching statements were developed and approved as general education outcomes. These outcomes have become the PLOs for the AA degree.

The college’s initial curriculum grid was integrated into the PAP to facilitate the mapping process, and then subsumed by Tk20 CampusWide, a comprehensive online assessment, data management, and reporting system for academic and non-academic areas (IIA-70). In 2011-2012, six teams of early implementers from accounting, teaching, writing, information and computer science, as well as Student Services and the non-credit OCEWD, were trained to enter course assessment plans and map outcomes at the course, program, and institutional levels within the Tk20 online environment. Currently, the college is in the process of fully implementing and
utilizing Tk20. For additional discussion on the use of Tk20 to generate comprehensive assessment reports on a regular basis and to encourage more pervasive, robust dialogue about student learning, see Standard I.B.5., Assessing Student Learning.

Assessment of the AA Degree
Currently, the Faculty Senate’s Program Review, Institutional Research, and Assessment Committee, in collaboration with the OPPA, is handling the assessment of the AA degree program. The process involved identifying the top 20 courses that most students completed during their education, mapping those courses to the college’s seven general education learning outcomes, and analyzing student achievement of SLOs for those courses between 2005 and 2010.

The analytical framework for this program review aligned general education learning outcomes with degree requirements. Course SLOs were then analyzed to determine whether 70 percent or more of the students met those course SLOs, and those SLOs were then mapped to their respective general education learning outcomes. Analysis of whether or not a general education learning outcome was met was based on a majority of “met” course-level results (IIA-71).

Although the findings indicated that some general education learning outcomes have been met, much of the course data used was based on the assessment of only one or two SLOs. The overall finding was that the college needs to improve its assessment processes so that future conclusions can be stronger and, more importantly, communicated with faculty. Other recommendations included broadening the breadth of the AA assessment to include indirect measures of student learning and exploring other assessment strategies.

In response to these findings, the Faculty Senate’s Program Review, Institutional Research, and Assessment Committee, along with the dean of arts and science and the chair of the Faculty Senate, held meetings with each of the instructional divisions that comprise the AA degree (namely, Arts and Humanities, Language Arts, Math and Sciences, and Social Sciences). Each division was represented by its division chair and discipline coordinators. At each meeting, an AA assessment report was presented along with assessment findings and strategies (IIA-72, IIA-73).

Assessment of Non-Credit Courses and Programs
The mission statement of the OCEWD aligns with the college mission and ILOs. SLOs have been developed for each core workforce development course offered by OCEWD including most personal enrichment workshops. SLOs are listed on the OCEWD website as a part of each course description (IIA-29). SLOs for short-term, temporary or contract trainings have yet to be developed.

All instructional offerings at OCEWD have indirect assessment in the form of instructor and participant evaluation forms. Evaluation responses are entered into an Access database by OCEWD staff, summarized, and then reviewed and signed by each originating program coordinator. This is followed by review and signature by the senior workforce coordinator. This process typically occurs within two weeks of a class concluding to allow for intervention to address weaknesses when appropriate.

Direct assessment occurs for the vast majority of OCEWD courses which are workforce development trainings ending in either State licenses or national certifications. Students are assessed in the form of standardized exams and/or demonstration of specific competencies governed by state and national regulations or boards. Nurse aide training, for example, requires students to demonstrate health and patient care skills in order to receive course certification by OCEWD and nurse aide certification by the state of Hawai‘i. This approach to student assessment has been adopted by other units within OCEWD, for example, Business & Computers, resulting in a de-
tailed list of competencies related to broader SLOs. OCEWD maintains strong ties to industry through its advisory boards, most notably, health and industry and safety boards. Board members of industry and safety teach the majority of the courses and provide invaluable feedback to the coordinator regarding course content and student progression. OCEWD maintains a registration and student database separate from the college’s Banner system. Student completion data is recorded in the database after each class. The coordinators’ frequent and regular monitoring of student completion rates has led to successful interventions such as open labs and review courses in preparation for State and national examinations.

The short-term, contract-style of OCEWD’s trainings poses unique challenges for conducting the formal and lengthy SLO assessments similar to the instructional divisions; however, OCEWD is continuing to expand its use of direct and indirect assessments in all of its program offerings.

Assessment of Support Areas
While the college continues the process of program/course assessments, support areas (Student Services, Academic Services, and Administrative Services) have also been participating in assessment. As part of the college’s pilot project on SLO assessment and APR processes, 18 support area units have identified and are assessing SLOs. In these college processes, assessment results are analyzed, changes are proposed and implemented, and results of changes are used to improve services provided to students.

Student Services
Broad-based SLOs and methods for their assessment were developed for use by each Student Services unit. Assessment methods include use of the Scheduling, Appointments, and Reporting System (SARS), CCSSE surveys, graduate/leaver surveys, unit student satisfaction surveys, achievement of instructional SLOs, tracking of UAP students, and data from a comprehensive First Year Experience program.

Student Services collectively developed a new division mission statement, five broad-based SLOs, and methods for their assessment. The units have a better understanding of the APR process and are using it to identify areas that need to be measured for their effectiveness. For additional discussion on assessment of student services, see Standard II.B.4.

Academic Services
System-wide Academic Support SLOs were developed for the library, tutoring, testing, the EMC, and the computer services units as part of the data required for the UHCC Academic Support Services Program Review in December 2008. They also used in the college’s support area APR process.

Each of the Academic Services units developed at least one SLO at the campus level, and the SLOs may be the same as the system wide SLOs. Additional units with SLOs on campus include KI Disabilities Office, Innovation Center for Teaching and Learning, and the Theatre. Assessments of the SLOs have been ongoing; however, the units are looking at using other outcome measures as part of a more comprehensive assessment plan. For additional discussion on assessment of academic services, see Standard II.C.2.
Administrative Services
Administrative Services units developed SLOs for each area: Business Office, Facilities Use, Human Resources, Operations and Maintenance, and Security. Assessments are currently ongoing. As with Academic Services, the units attended training on outcome assessment and will be looking at creating a more comprehensive assessment plan. For additional discussion on assessment of administrative services, see Standard III.
In September 2011, a number of support area units participated in training on using outcome measures in place of or in addition to SLOs in order to assess unit effectiveness. SLO assessment is in the beginning stages and will add another layer to the evaluation of support area units.

Campus Perception
The college conducted an Employee Satisfaction Survey in the spring of 2011 (IIA-52). The following statements provide some feedback on faculty participation and use of SLO assessment.

Of the 204 survey participants, 94.4 percent agreed or strongly agreed to the following statement: “I participate in the development of SLOs for my discipline courses and programs.” In addition, 95.4 percent agreed or strongly agreed with the statement, “I participate in ongoing dialogue with my discipline about improving student learning.” These results suggest that faculty participate in the development of SLOs and have ongoing dialogue with their peers.

When looking at using assessment results, survey participants positively responded: 96.7 percent agreed or strongly agreed with the statement, “I use the assessment results of my course SLOs to make decisions about how to improve the course delivery.” Also, 94 percent agreed or strongly agreed with the statement, “I use assessment results to make improvements in my program outcomes.”

In the Community College Inventory survey conducted in 2009 and 2011, the following statements were surveyed (IIA-53). The highest possible score is 4.0. Faculty participation seems to be increasing in the design of appropriate assessments for courses and programs. This survey does indicate a lack of movement for designing assessments for general education outcomes and common criteria or rubrics are used less frequently than instructor-specific criteria or rubrics.

<table>
<thead>
<tr>
<th>CCI Survey Item</th>
<th>2009</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in all credit courses.</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in the program/major area.</td>
<td>2.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Faculty members have designed and/or identified and implemented an array of appropriate assessments of student learning in core abilities/general education.</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>Faculty members have developed common criteria or rubrics that are used in ascertaining and documenting each student’s level of attainment of required learning outcomes.</td>
<td>2.4</td>
<td>2.5</td>
</tr>
</tbody>
</table>
During the roundtable discussions at convocation in the spring of 2012, faculty and staff expressed their opinions about the college’s assessment processes and evaluated whether the college was “thriving” or “struggling” in this area (IIA-51). People spoke freely with the intent of identifying gaps and taking steps to make improvements. The following is a summary of the discussion based on facilitators’ notes:

For the topic of course-level assessment, participants felt that there was a need to review the quality of course assessments. They said that lot of data is collected but it is unclear what improvements are occurring. Some participants would like feedback on their submitted assessments. There was also a need for more communication on current assessment processes and procedures. There was a suggestion to provide models and templates. In addition, support is needed in those disciplines that rely heavily on adjunct lecturers.

For the topic of program assessment in CTE, participants felt that the college was “thriving.” There was some concern, however, about how to collect data on students once they leave or graduate. There was also a recommendation to use a capstone course for program assessment.

For the topic of the AA degree assessment (general education), participants had a lack of understanding of what the AA program outcomes are and whether the general education outcomes were assessed. There was a need for clarification of the relationship between ILOs, general education outcomes, and course SLOs. There was also some concern about adding another assessment process.

**Response to the ACCJC’s 2006 Recommendation**

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #2: Instructional Programs, for further discussion on the college’s response to this recommendation.

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college continues to revise its processes for ensuring ongoing course and program assessment and to measure student achievement of SLOs for programs, certificates, and degrees.

The college has effectively identified and vetted all SLOs for courses, programs, certificates, and degrees. The college has established a systematic approach via Curriculum Central and provided funding for an assessment coordinator and division assessment representatives to ensure that all aspects of instruction and support areas have clear, measurable, and appropriate SLOs from which to assess student learning.

Divisions and programs are using assessment results to inform decision making about needed improvements to support student learning and it is in turn supported by the college’s budget planning requests; however, there is some need to focus attention on the DE courses and programs.

The assessment process is being revised as the campus moves to Tk20 to allow for the alignment
of SLOs for courses, programs, certificates, and degrees. Much of the college’s assessments efforts thus far have been on implementing processes and creating an institutional norm of assessment practices. Tk20 will help streamline processes and generate customized reports to better analyze assessment results. These reports, such as unit dashboards, can be run to determine which outcomes have been assessed. With better information, divisions and units should be able to identify and close gaps and encourage more pervasive and robust dialogue about student learning. Tk20 will also allow for assessment results to be disaggregated for face-to-face and DE classes.

Efforts will continue regarding the assessment of the AA degree. The Faculty Senate’s Program Review, Institutional Research, and Assessment Committee will begin work on creating indirect measures of the AA degree program and also explore other assessment strategies.

OCEWD could benefit by formalizing an assessment plan that includes review and assessment strategies and a timeline for posting results. Such a plan would be developed using the current certifications and competencies, as well as the assistance of current advisory boards. OPPA needs to work with OCEWD in developing and customizing this plan.

Regarding support areas, there has been ongoing assessment focused primarily on assessment of SLOs; however, some units are lacking robust assessment tools. Recent training on outcome assessment should enhance the ability of support areas to evaluate their effectiveness.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for courses, programs, certificates, degrees, and support services. Furthermore, course SLOs are aligned with degree SLOs. Full implementation of Tk20 will encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

 Nonetheless, the college recognizes that in order progress to the Sustainable Continuous Quality Improvement level for Part III, the college needs to more rigorously and systematically evaluate and fine tune its organizational structures to support student learning. This effort will also encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

**Actionable Improvement Plans**

See Standard I.B.5. for the actionable improvement plan about Tk20.

The OPPA will coordinate the design of indirect measures of assessment—specifically, exit surveys and focus groups—to gather more in depth assessment data for the AA degree by the spring of 2013.

The dean of career and technical education will coordinate the development of a comprehensive assessment, review, and evaluation plan for OCEWD by the fall of 2013. This plan will include publishing SLOs and assessment results for all courses and programs in a location that can be accessed by the campus.
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Leeward CC offers many types of instructional courses and programs. These courses and programs are designed to address the needs of our students while maintaining a high-level of quality.

Course offerings and programs are determined as part of the curriculum review and revision process and the APR process, which are more fully described in Standard II.A.1.a. Additional information on the quality of instructional courses and programs is provided in Standards II.A.2.c-d. Courses and programs are also evaluated on a systemic basis and improvements are made when necessary. Further discussion on evaluation and improvement of courses and programs can be found in Standards II.A.2.e-f.

The College Catalog provides a complete listing of courses, programs, and certificates currently offered. Programs of study and course descriptions are provided. The catalog includes both college-level as well as remedial and developmental courses (IIA-24).

A list of courses offered through DE is found in the UH System Distance Learning website (IIA-74). A list of Leeward DE courses offered in the spring of 2012 is shown in the evidence collection (IIA-75). In addition, the college has a listing of Leeward CC programs that can be earned entirely or mostly online (IIA-16).

Leeward CC also provides students access to non-credit continuing education courses and programs. See the OCWED’s Catalog for a complete listing of currently available courses and programs (IIA-76).

Study abroad programs at Leeward CC are developed and run through the Office of International Programs in cooperation with faculty in the divisions teaching the content area offered abroad (IIA-30). In order to assure the quality and rigor of the courses offered by host institutions, the study abroad coordinator works closely with the instructors at Leeward CC to determine that the necessary content is offered and the course outlines and textbooks used abroad are evaluated for Leeward CC course consistency. The institutions that host students for study abroad are carefully selected initially through a site visit by the study abroad coordinator. Sites are chosen based on their ability to deliver Leeward CC course content at the site, services offered to students, affordability and location. In addition, either a Leeward CC faculty member accompanies the group during a program, or a site visit with classroom observations is conducted during the program development process.

To monitor and improve study abroad programs, student evaluations are conducted for every program, including assessment not only of courses taken abroad, but of the overall program including services offered during the application process and prior to departure, as well as the housing and program coordinator abroad.

Short-term English training and American culture programs of one to three weeks are offered through the Office of International Programs for groups from abroad (IIA-77). Leeward CC hosts approximately three to five groups per year from two-year colleges in Japan. Quality of short-term English training and American Culture programs are assured through the use of SLOs.
developed in collaboration with the sending institution. Because students receive credit in Japan for the short-term study, the instructors from the partner institution are consulted to develop the requested course content. Instructors are hired that hold an M.A. in Teaching English as a Second Language. Furthermore, the program provides numerous cultural visits as part of each experience and conducts student course and program evaluations in order to continuously improve the programs.

In addition, the ELI offers English language training for international students who need academic English preparation for college-level coursework and study. The ELI courses are offered through the Language Arts division, and course assessment is conducted and reported through the APR process. A student survey is conducted for each student exiting the ELI and the data is used to analyze and improve services the ELI offers. The persistence and completion rate of the ELI students is also analyzed as well as the success rate of students exiting the ELI and entering the degree program until graduation and/or transfer.

The Community College Inventory survey conducted in 2009 and 2011 included several items related to diverse program offerings and delivery modes. The highest score possible is 4.0. As shown below, responses have remained stable or increased from 2009 to 2011. Faculty members indicate the campus has partially implemented the items listed. Partnerships with employers and community-based organizations have increased, and the developmental education and ESL courses are partially aligned with competencies needed for success in entry-level college classes (IIA-53).

<table>
<thead>
<tr>
<th>CCI Survey Item</th>
<th>2009</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college has built partnerships with employers and community-based organizations leading to hands-on experiential learning experiences for students.</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Students typically participate in opportunities for experiential learning (e.g., service learning, internships, cooperative learning).</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Students frequently engage in other active and collaborative learning experiences (e.g., learning communities, team learning, problem-based learning, mentoring, peer tutoring, etc.).</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Frequent student interaction with peers, faculty, and academic/student support staff is purposefully incorporated into the design of learning experiences and course requirements.</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Course requirements are purposefully designed to promote out-of classroom learning experiences for students (e.g., group projects, faculty conferences, related community service, etc.).</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Exit competencies for developmental education and ESL courses are fully aligned with competencies required for success in entry-level college courses.</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>Faculty who teach developmental courses do so voluntarily and have undergone training in appropriate teaching strategies.</td>
<td>2.3</td>
<td>2.4</td>
</tr>
<tr>
<td>The college has created learning communities that link developmental courses to courses in other disciplines.</td>
<td>2.1</td>
<td>2.3</td>
</tr>
</tbody>
</table>

**Self Evaluation**

The college is performing at expectations in this standard.

**Actionable Improvement Plans**

None.
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

The college's Policy on Curriculum Review and Revision, L5.201, was revised in 2010 (IIA-1); it has structures and processes in place to ensure that all courses and programs are high quality, current, and appropriate to an institution of higher education. The policy states that all courses and programs are reviewed to “to assure continued academic rigor and integrity, and appropriateness of curriculum content, instructional methods, course activities, and student learning outcomes.” Courses and programs are reviewed on a five-year cycle.

In order for a course or program to be created, modified, or deleted, it must be approved by the division, division chair, Curriculum Committee, Faculty Senate, instructional dean, and the vice chancellor of academic affairs. The Curriculum Committee, a standing committee of the Faculty Senate, serves as a voice for the faculty on all matters relating to curriculum. This committee also supports and assists faculty members in the review or development of existing or new approaches to instruction and cross-discipline articulation (IIA-78, IIA-79).

There are six steps in the college's curriculum approval process.

Step 1: Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with peers and advisory boards. Once a curriculum change is identified, the faculty proposer enters the new or modified curriculum proposal into Curriculum Central.

Step 2: The proposal is reviewed and approved by all faculty within the division. Once approved, the division chair submits the proposal for review by the Curriculum Committee.

Step 3: The Curriculum Committee assigns the proposal to a subcommittee for a thorough review. If needed, suggested changes are made to the proposer to consider and update as necessary. Once the proposal is updated, it is voted on by the full Curriculum Committee membership.

Step 4: Once the Curriculum Committee approves a proposal, it is reviewed by the Faculty Senate. At this time, additional changes may be requested or the proposal is approved.

Step 5: Proposals approved by the Faculty Senate are forwarded to the appropriate instructional dean for review and approval.

Step 6: The final review and approval is performed by the vice chancellor of academic affairs. When the final approval is received, the new or revised curriculum change is published in the next catalog.

At any step in the process, the proposal can be denied and returned to the proposer for further updates and changes. See Appendix IIA-J (Curriculum Review and Approval Process) for a complete listing of the steps (IIA-47, IIA-69 through IIA-83).

Faculty initiate the proposal process and play a critical role in designing the course or program curriculum, determining appropriate delivery modes, and creating SLOs as well as participating in the curriculum review process which should occur every five years. Faculty members review
courses and programs in a process that includes consultation with discipline peers. Faculty members within each discipline meet to agree on the SLOs for each course and may review outcomes from other schools for similar courses or use comparisons to industry or national standards, especially for CTE programs. SLOs and authentic assessments are in place for courses, certificates, programs, and degrees. These assessments are ongoing and systematic and used for the improvement of student learning. For an in-depth discussion on how the college has implemented SLOs at the Proficiency level according to the ACCJC’s Rubric for Evaluating Institutional Effectiveness—Part III, see Standard II.A.1.c.

Courses that are delivered in a DE format follow the same curriculum review and revision procedure as courses delivered face-to-face, and in most cases, courses are delivered in both delivery modes. All faculty members interested in teaching in a DE format are encouraged to attend training for Laulima, the UH secure course management system. Additional training classes are offered through the EMC on effective online instructional design and online facilitation. See Standard III.A.5, for more detailed information on professional development opportunities for faculty teaching through DE.

Leeward CC Wai‘anae offers courses that are approved by the process noted above. All courses and programs meet the requirements of the Policy on Curriculum Review and Revision, L5.201 (IIA-1).

In addition to traditional credit programs, the campus has created programs to meet the needs of international students needing academic preparation and/or Hawai‘i students seeking an international educational experience in a foreign country.

The ELI provides academic preparation in English for international students. The ELI courses are offered through the Language Arts division. Although they are non-credit, the courses were developed by faculty, approved through the Curriculum Committee process for new course approval, and the courses are assessed through the APR process for achievement of SLOs.

Study abroad programs provide Leeward CC course content in an international setting (IIA-30). Courses to be offered are developed through the Office of International Programs and are selected through faculty involvement and interest in working to develop an abroad experience for students. The host institution abroad is selected for location and ability to provide course delivery consistent with Leeward CC SLOs for the selected course as the first criteria. As far as course assessment, the division offering the course assesses the actual course content and SLOs in the APR process. The other components of the program, such as services, location, and housing are evaluated through site visits by faculty and through student evaluations conducted at the end of the programs.

Campus Perception

Faculty understand their role in the development of quality courses and programs as evidenced by the results of the Employee Satisfaction Survey (IIA-52) conducted in the spring of 2011. Survey results indicate 83.6 percent of faculty who took the survey agreed or strongly agreed with the statement, “I know how to participate in the process for adding a new course or new program to our curriculum.” It also indicates that faculty members understand the curriculum review process and are comfortable using the online system.

In 2006, the college identified Planning Agenda 7 to revise the Policy on Curriculum Review and Revision, L5.201 (IIA-1) and to incorporate course SLO assessment; the policy was revised and approved in 2010. At that time, the DPPA consulted with the Faculty Senate Chair, and it was recommended that a separate Policy on Assessment be created to eliminate confusion.
between the curriculum review process and the assessment process. The Policy on Assessment, L5.210, was approved by the Faculty Senate and the Campus Council and became effective as of March 2, 2012 (IIA-64).

Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #2: Instructional Programs, for further discussion on the college’s response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

The Policy on Curriculum Review and Revision, L5.201, is clear, and campus procedures are followed. Faculty acknowledge their central role in the development of new curriculum, and they have actively participated in the development of SLOs for all courses and programs.

Actionable Improvement Plans

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

As noted in Standard II.A.1.c., the college relies on faculty expertise to identify measurable SLOs for all courses, programs, certificates, and degrees. In Standard II.A.1.c., it was also noted that the college developed a PAP. As part of the PAP, courses were mapped to PLOs and faculty indicated the expected level of student performance in each course as it related to the program learning outcome. These levels included Introductory (I), where the student is introduced to the outcome; Practicing (P), where the student is expected to practice the outcome during the semester; and Mastery (M), where the student is expected to demonstrate mastery of the outcome. The PAP process was to be introduced to all CTE programs and piloted with the AA degree program in the fall of 2009.

Competency levels for CTE programs are in line with national standards of professional organizations and determined with the assistance of college advisory boards. Faculty from CTE programs also rely on advisory boards for input on SLOs. Advisory committees are actively involved in curriculum development and provide feedback to the programs about course and program content and competency level.
Culinary Arts and Automotive Technology programs each have an outside accrediting agency. These agencies play a role in establishing the SLOs and competency levels. In addition, each of the CTE programs has an advisory committee. Each advisory committee includes industry professionals, Leeward CC administration, program faculty, and other interested parties. A list of the advisory committees and their membership is in the College Catalog (IIA-24). To determine course and program competency levels, faculty initially make a determination that is reviewed by advisory committees and the Curriculum Committee. The competency level is addressed in field number 25 in Curriculum Central. The role of advisory boards in CTE programs if further discussed in Standard II.A.1.

Additional campus advisory committees play a role in developing curriculum. The campus has established a DE Committee that provides recommendations to the vice chancellor of academic affairs (IIA-84, IIA-85). This committee is comprised of faculty from various instructional areas as well as support areas and is designed to provide additional input on issues related to DE. The DE Committee has provided support and vision for offering quality DE courses through the development of DE guidelines, creation of a DE peer evaluation form, and the dissemination of information on eCAFE for student evaluations.

The Faculty Senate has a General Education Foundation Standing Committee that evaluates courses for inclusion in the General Education Foundation category (IIA-86). A course that is approved as a General Education Foundation is included in the General Education Foundations category in the Core Curriculum for the AA degree and meets the hallmarks required for transfer to UH Mānoa.

**Self Evaluation**

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it relies on national standards, faculty expertise, and advisory committees to identify measurable SLOs for courses and programs. While faculty are involved in developing outcomes, the documentation of competency levels is not extensive. There is a requirement to justify the course level in Curriculum Central, which is then reviewed and approved by Curriculum Committee and Faculty Senate.

**Actionable Improvement Plans**

None.
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

**Descriptive Summary**

Leeward CC’s Policy on Curriculum Review and Revision, L5.201, requires that every course is reviewed at least once every five years. According to the policy, each discipline is required to review its own courses, “ensuring accuracy of core outlines and their academic rigor, integrity and currency; and continued articulation of courses in the UHCC system, should that be the case” (IIA-1). Faculty in the appropriate discipline undertake this review, at which time they are required to address specific questions on breadth, depth, rigor, and sequencing. These questions appear in Curriculum Central in field 12 (which addresses breadth and depth), field 25 (which addresses rigor), and field 38 (which addresses sequencing) (IIA-62).

To ensure each course has breadth and depth, proposers respond to two evidential questions using several sources such as discussions with peers and comparing course content to other institutions or peer-reviewed textbooks (IIA-87).

To ensure that each course addresses rigor, guidelines require that proposers compare course content with theories and practices in current, peer-reviewed textbooks and with similar courses at other institutions based on published syllabi (IIA-88).

To ensure that courses are sequenced appropriately, guidelines require, in the absence of prerequisites, the proposer to provide evidence that the skills learned earlier in the course are reinforced and enhanced by later activities (IIA-89).

To ensure that courses are completed in a timely manner as part of a program, the curriculum review process asks proposers of programs to respond to field 3, which requires a listing of all courses and credits within the program (IIA-90).

To ensure that programs demonstrate a synthesis of learning, proposers answer program field 2, which lists the SLOs of the program being modified or proposed (IIA-91).

After proposers have provided supporting evidence that their courses or programs demonstrate breadth, depth, rigor, sequencing, time to completion, and learning outcomes, the Curriculum Committee reviews the courses or programs as part of their monthly meetings. During these meetings, members discuss the evidence provided by the proposer to evaluate whether courses or programs represent high-quality and appropriate instruction as determined by the curriculum review guidelines. If revisions are required, the proposals are sent back to proposers who make modifications and then the course or program is approved. Approved proposals are then sent to the Faculty Senate, who reviews and discusses the proposals for further approval.

In 2006, the college identified **Planning Agenda 10** to revise the Policy on Program Review to specifically require analysis of appropriate breadth, depth, rigor, and sequencing as part of the program review process. As of the 2009 Midterm Report, a question was added to the APR template regarding this matter (IIA-92).

In the APR process, divisions and programs are required to address questions on course and/or program breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (Annual Program Review-Curriculum-#5). To do this, individual instructors examine and analyze their course assessments and programs in the context of the core outline approved in Curriculum Central and determine whether changes to the course or program will impact the quality of
DE courses follow the same curriculum review procedures as face-to-face courses, but require additional evidence to demonstrate that rigor and breadth of the course is maintained through electronic delivery. Curriculum Central field 34c asks proposers to ensure rigor and breadth of DE courses by following the Leeward CC DE Guidelines as established by the DE Committee.

The DE Committee (comprised of online faculty), the EMC, and the online faculty they train and represent, have initiated a dialogue with the administration to address the need for appropriate planning, creation, maintenance, and assessment of a DE “program” and policies to ensure the delivery of quality online instruction. An appropriate and consistent process needs to be created for the selection of courses and programs to be offered online; the training, support, and professional development of online faculty; and the providing of ample and effective student support tools and services for online students.

**Self Evaluation**

The college is performing at expectations in this standard.

The college has established a clear, systematic review of all courses and programs through the curriculum review and program review processes to ensure breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

The college is effective in evaluating quality of instruction of both courses and programs through clear curriculum review guidelines and the inclusion of examples for each characteristic. The discussion of appropriate evidence of each course and program via the Curriculum Committee and Faculty Senate review process and the incorporation and synthesis of quality instruction into the APR process further enhances the quality of instruction.

**Actionable Improvement Plans**

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

**Descriptive Summary**

Faculty members are asked to indicate the teaching and evaluation methods used in each class as part of the curriculum approval and review process. For the course core outline in Curriculum Central, field 21 addresses the teaching methodologies used to teach the course and field 22 addresses evaluation methods ([IIA-62](#)).

Leeward CC's face-to-face courses incorporate a full range of teaching methodologies, including lectures, small and whole group discussions, hands-on activities including labs, field trips, and hybrid delivery (part face-to-face, part online). DE courses are offered online and in broadcast modes, both cable television and Hawai‘i Interactive Television Service (HITS), which is internal to the UH system.
A variety of considerations determine delivery mode. For developmental students, more interactive approaches that encourage student involvement are generally preferred. Technology-centric courses are often offered online. Many courses in sciences, arts, and music as well as some CTE programs require physical facilities on campus.

Various course offerings provide a variety of instructional methods including hands-on kinesthetic learning in CTE, science labs, the math emporium model, and distance learning via internet and cable courses. In addition, some instructors have enhanced their face-to-face instruction using educational software.

Courses are offered both online and face-to-face to allow students to select modes more effective for their learning styles. In addition, certain courses, such as developmental English, for which face-to-face delivery more effectively meets students’ learning needs and styles, have to demonstrate methodologies matched to various learning styles before they are offered online.

**Campus Perception**

From the Leeward CC Employee Satisfaction Survey administered in the spring of 2011 (IIA-52), 78 percent of faculty indicated that they use three or more modes of delivery or instructional strategies in a single 50-minute or 75-minute class. For online classes, the response was that 89 percent of instructors used three or more modes of delivery in their online course.

Faculty in all disciplines engage in ongoing formal and informal dialogue about how they teach, how to help their students learn, and how best to evaluate student performance. Informal conversations, peer observations, and staff development programs such as Teaching Squares all provide opportunities for sharing innovative activities and diverse teaching approaches. Students’ end-of-semester course evaluations also provide opportunities for faculty reflection and self-improvement.

While the student population is diverse, there are some common features. Many students respond to social/collaborative activities, including Native Hawaiians and other Pacific Islanders who come from group-oriented cultures that emphasize consensus. A large proportion of “millennials”—those who were born between 1981 and 2000 and who will come of age in the new millennium—are visual learners; Leeward CC’s expansion of smart classrooms facilitates instructor use of video and other media that engage them. Kinesthetic learners benefit from making a physical connection with material, including the use of computer-mediated instruction.

The college encourages its faculty and staff to learn more about learning needs and pedagogical approaches. To that end, the college offers numerous workshops, seminars, and professional development opportunities to equip and encourage faculty to develop a variety of teaching methodologies that address different student learning needs and styles. See Standard III.A.5.a. for more discussion on professional development activities for faculty.

Each division and discipline has working groups that can also address teaching methodologies to ensure instructors use a variety of instructional strategies. Divisions and disciplines meet regularly to discuss teaching issues, including methodological ones. Attendance at local and national conferences promotes pedagogical currency and encourages instructional innovation. Recent increases in funding for professional development (particularly in developmental education) have greatly expanded faculty horizons. These opportunities are voluntary but are strongly encouraged. Faculty members are required to discuss their individual professional development in their contract renewal, tenure, and promotion documents.
OCEWD faculty members also attend national conferences and meet to discuss learning strategies. For example, OCEWD recently created a computer lab designed to offer computer classes in a flex-paced format modeling some of the Washington I-BEST practices. This model was developed to meet the special needs of adult learners and those needing additional assistance. In March 2012, OCEWD offered a series of computer classes for the visually impaired. These courses were developed with much consultation with students in this population and their support agencies. Most OCEWD courses are designed and offered with labs for hands-on demonstration of skills and techniques. Most OCEWD students are kinesthetic learners and perform well in these environments. Examples of hands-on classes include the nurse aide lab, process technology program, computer classes, commercial driver’s license program, and other industrial courses. On multiple occasions, OCEWD has purchased special equipment and instructional tools to accommodate students’ unique learning styles.

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Disaggregated (face-to-face versus DE) success rates have been disseminated to discipline/course coordinators and need to be analyzed for potential learning-style related issues. Also, the college does not currently have a systemic method of disaggregating SLO assessment for online versus face-to-face courses.

**Actionable Improvement Plans**

See Standards I.B.5. and II.A.1.b.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**Descriptive Summary**

Leeward CC evaluates all courses and programs through an ongoing systematic review process of learning outcomes, currency, and future needs and plans. Leeward CC operates under the direction given by UHCC Policy 5.202 (IIA-93) and its Policy on Annual Program Review, L5.202 (IIA-7), which is more specific to the needs, participants, and procedures at the college.

According to the UHCC’s Policy 5.202, all colleges “shall develop program review policies and processes that comply with” eight general principles, including the requirement for a “comprehensive review at least once every five years” for all programs (IIA-93). These program reviews “shall result in improvement plans that are linked to the college strategic plan”; and the program reviews and improvement plans “shall be used in decisions regarding resource allocation at the college and system level.”

See Standard II.A.1.c. for a complete discussion of the assessment process at Leeward CC. The curriculum review process is discussed in Standard II.A.2.a.

Courses and programs are assessed for quality and improvement as part of the college’s ongoing assessment process. In 2012, the college approved a separate policy to provide guidance on the
procedure and timeframe for assessment of courses, programs, and academic and support areas. This policy was developed after the DPPA consulted with the Faculty Senate chair. It was recommended that a separate policy on assessment be created, and the Policy on Assessment, L5.210, was approved by the Faculty Senate and Campus Council and became effective on March 2, 2012 (IIA-64). For further discussion on SLOs and course- and program-level assessment, see Standard II.A.1.c.

Course and program assessments are included in the APR process in order to provide a comprehensive evaluation of program performance and to assist with identifying needed areas of improvement. DE course assessments are not currently disaggregated; however, beginning in the spring of 2012 all DE courses assessments will be submitted separately through the ongoing assessment process.

In 2006, the college identified Planning Agenda 12, which stated that the Executive Planning Committee and the assessment team would evaluate the year’s process to assess the quality and usefulness of the process and the data collected. The Executive Planning Committee duties were assigned to the Campus Council in 2009. The Campus Council administered a survey on the effectiveness of the APR process in May 2011.

The survey results indicate that a majority of the respondents feel “results of student and institutional assessments are used routinely to inform decision makers regarding improvements in programs and services for students of this college” (56.8 percent) (IA-94).

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college is continuing to expand its evaluation processes, and a more robust evaluation process is being developed for 2012-2013. Course and program assessments need to be disaggregated for DE students to determine if the delivery method is consistent in supporting student learning when compared to traditional classes. In addition, there is a lack of broad student achievement data disaggregated for DE students.

**Actionable Improvement Plans**

See Standards I.B.5. and II.A.1.b.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.**

**Descriptive Summary**

The college engages in ongoing, systematic evaluation at the system level, campus level, and the curriculum level. The campus level process is directly integrated into the campus planning process; however, the system level and curriculum level evaluations are also critical to ensuring currency and achievement of SLOs.
Campus-Level Evaluation

For the campus level evaluation, Standard I.B.6. explains in detail how the campus planning process ensures systematic evaluation of all courses, certificates, and programs and integrates that evaluation into the planning process. Leeward CC’s Policy on Annual Program Review, L5.202, provides the framework for the college’s evaluation of programs by requiring an annual program review. Each instructional division generates a timeline for all courses offered in the division so that courses are assessed in rotation with learning outcomes for each course assessed every five years. This information is incorporated in the APR. In addition to assessment, the APR incorporates a wide-range of prompts on student learning, curriculum, staffing, and resource needs.

Once the campus has completed a cycle of program review, the resulting institutional plan is shared with the campus at Campus Council. In addition, there is a process to review institutional effectiveness of the process that is completed by the OPPA.

System-Level Evaluation

The college also participates in a systematic evaluation process of all courses and programs through UH Executive Policy E5.202. This policy requires assessment information to be collected by instructional divisions and programs and reported as part of the system program review process (also known as Annual Report of Program Data). That information is used to inform decisions of resource allocations. Accordingly, program reviews incorporate and are substantiated by assessment data.

Leeward CC evaluates all courses and programs through an ongoing systematic review process of learning outcomes, currency, and future needs and plans. According to UH Executive Policy E5.202, all colleges “shall develop program review policies and processes that comply with” eight general principles, including the requirement for a “comprehensive review at least once every five years” for all programs (IIA-95). These program reviews “shall result in improvement plans that are linked to the college strategic plan”; and the program reviews and improvement plans “shall be used in decisions regarding resource allocation at the college and system level.”

Curriculum-Level Evaluation

Leeward CC’s Policy on Curriculum Review and Revision, L5.201, (IIA-1) and Policy on Annual Program Review, L5.202, (IIA-7) reflect UHCC’s Executive Policy 5.202 (IIA-95) by ensuring that the school’s curriculum is reviewed on a five-year cycle to maintain academic rigor, integrity, and currency and that assessment results inform and guide the college towards reaching its strategic goals.

In 2006, the college identified Planning Agenda 13 to clarify the role of the director of planning, policy, and assessment, including the director’s role in collecting data on course and program assessments and improvements made and making them available to all faculty, staff, and administrators, with summaries/interpretations provided. As of the 2009 Midterm Report, this progress was ongoing. The DPPA’s role has been clarified and collection of course and program assessments occurs within the OPPA. With the implementation of Tk20, this planning agenda item will be completely addressed.

Self Evaluation

The college is performing at expectations in this standard.

Actionable Improvement Plans

None.
II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Descriptive Summary**

The college does not use departmental course and/or program exams. Some CTE programs may administer industry certification exams or may prepare students to take an industry certification exam.

**Self Evaluation**

The college is performing at expectations in this standard.

**Actionable Improvement Plans**

None.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Descriptive Summary**

The college ensures that academic credit hours awarded conform to the Carnegie Unit, which is a commonly accepted practice in American higher education and which is accepted by the ACCJC. Course outlines, corresponding syllabi, and class schedules provide evidence that an appropriate amount of work is assigned in order to conform to the Carnegie Unit, as required by the Higher Education Opportunity Act of 2008. UH Executive Policy E5.228, which was issued in August 2011, provides the UH system with the following definition of a credit hour:

- A. Is associated with an amount of work represented in intended learning outcomes and verified by evidence of student achievement.
- B. Reasonably approximates but is not less than
  - i. One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time. OR
  - ii. At least an equivalent amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work and other work that earns academic credit (IIA-97).

This policy also directs the UHCCs and UH baccalaureate institutions to develop a process to assure reliability and accuracy of assigning credit hours across activities earning academic credit.

Each instructor is responsible for assessing the students’ success in meeting the SLOs in the approved course outline. Evaluation methods (exams, papers, group work, for example) utilized by faculty are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of SLOs is embedded in each course. All course syllabi in Curriculum Central contain SLOs in fields 18 and 19 (IIA-62). The Leeward CC OPPA intranet site contains a set of pages related to SLOs and assessment that address basic definitions and processes (IIA-96).
The OPPA website provides a plethora of reports related to course completion, graduation, job placement and other pertinent data for the use of faculty and staff for the preparation of the APR (IIA-96). While there is data available, additional support in analyzing the information would be beneficial for the preparers of the APR.

Individual course syllabi are based on the course syllabi generator in Curriculum Central (IIA-62). SLOs are included in all course syllabi. Course outlines are reviewed and updated, as necessary, on a five-year cycle. The Curriculum Committee is responsible for approving new course outlines and modifications to existing ones. The Policy on Curriculum Review and Revision, L5.201, (IIA-1) describes a review process and cycle to determine rigor and conformity with SLOs.

Grades are determined on an A-F scale. In some cases, there may be Credit-by-Exam. Effective in the spring of 2009, specific developmental education courses have replaced the grade of F to no assigned (N) grade. For more information on grade options available on the college’s website (IIA-98) and the College Catalog (IIA-24). Curriculum Central field 22 requires methods of evaluation to be delineated for each course proposed (IIA-99). Field 17 requires an explanation of the professional preparation required to teach each specific course (IIA-100).

Associate degrees (AA, AS, AAS) require at least 60 credits. The AA and AS degrees require course credits that are at the 100 level or above. The number of required credits varies for Certificates of Achievement, Completion, and Competence as well as the Academic Subject Certificate. The College Catalog indicates the number of credits required for each certificate and provides a general overview of the 60-credit hour minimum, with each program description delineating the credits required (IIA-24).

The Credit/No Credit (CR/NC) grading option is not available for required courses in a certificate program. Students may opt for CR/NC in AA degree elective courses only or in AS and AAS degree elective courses outside their major field of study. No more than 12 credits may be taken CR/NC in any degree program. See pages 110-111 of the 2011-2012 College Catalog for limitations on credit and grades (IIA-24).

In 2006, the college identified Planning Agenda 14 to use the data from SLO assessment to consider how student achievement of course SLOs relates to the awarding of credit. The college has been working earnest to address this issue. In August 2011, the UH system issued Executive Policy E5228, Credit Hour, which defines credit hour and directs units to develop a process to assure the reliability and accuracy of assignment of credit hours across activities earning academic credit.

**Self Evaluation**

The college is performing at expectations in this standard.

Through use of the UH system’s Curriculum Central process all courses proposed and those reviewed most recently are required to address the creation of SLOs for all courses, the degree to which course credits are based on hours of instruction and expected student activity, and the degree to which the successful completion of each course may be considered for transfer within and beyond the UHCC. There is a cycle of course review, complete with SLOs developed for most courses at this point. However, there is no direct link stated or found in evidence between the achievement of SLOs and the awarding of course credit.

**Actionable Improvement Plans**

None.
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

**Descriptive Summary**

The Curriculum Committee website provides a Curriculum Central Program Proposal Guide to guide the proposer in determining program outcomes and effectiveness measures. For a number of programs, advisory committees make recommendations about program outcomes and effectiveness measures.

In Curriculum Central, field 7 for program description asks for effectiveness measures that will be used to determine program quality such as number of graduates yearly, placement of graduates, special accreditation, student satisfaction, career and employer satisfaction, and so forth.

Degrees and certificates are awarded based on a student’s ability to complete the courses required for a degree or certificate (IIA-101). All degrees and certificates issued require a GPA of at least 2.0.

All degree applications are reviewed by a counselor first, then reviewed again by a team of counselors for quality assurance, and reviewed a third time by the transcript evaluator before degrees or certificates are posted to the student transcript.

In 2006, the college identified Planning Agenda 15 to design a grid similar to the Curriculum Grid for the AA competencies in each division. The college is now poised to begin entering and aligning course, program, and institutional program outcomes in Tk20. Currently, the Faculty Senate’s Program Review, Institutional Research, and Assessment Committee handles the assessment of the AA degree program. The current assessment process for the AA degree is discussed in Standard II.A.1.c.

The college also identified Planning Agenda 16 to develop a plan to assess the extent to which graduates achieve program SLOs. This issue should be addressed with the implementation of Tk20.

**Self Evaluation**

The college is performing at expectations in this standard.

Programs have stated learning outcomes (see Standard II.A.1.c.) and all students applying for certificates and degrees are required to provide substantiation that they have met those requirements. The curriculum grid previously devised provides validation that degrees and certificates are awarded on the achievement of SLOs, and Tk20, the software purchased by the college to align course, program, and institution SLOs, will continue the curriculum mapping process.

**Actionable Improvement Plans**

None.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

**Descriptive Summary**

The rationale for general education requirements is found in the *College Catalog 2011-2012*. It states, “General education provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply the knowledge, skills, and talents to make judicious decisions and analyze and solve human problems within a multicultural community. General education is the part of education which encompasses the common knowledge, skills and attitudes needed by each individual to be effective as a person, a family member, a worker and a citizen” ([IIA-24](#), page 24).

The college’s general education outcomes include critical thinking; technology and information literacy; oral communication; quantitative reasoning; arts, humanities, and sciences; cultural diversity and civics; and written communication. Each of these general education outcomes has between six and ten academic skill standards.

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>Description</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Make critical judgments and apply critical reasoning to address challenges and solve problems.</td>
</tr>
<tr>
<td>Technology and Information Literacy</td>
<td>Make informed choices about uses of technology and information literacy for specific purposes.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Use writing to discover, develop, and communicate ideas appropriately.</td>
</tr>
<tr>
<td>Arts, Humanities, and Sciences</td>
<td>Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</td>
</tr>
<tr>
<td>Cultural Diversity and Civics</td>
<td>Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</td>
</tr>
</tbody>
</table>

The course assessment process ensures that each course in the general education curriculum addresses at least one of these academic skill areas. For an in-depth discussion of how the college assesses its general education outcomes through the AA degree, see **Standard II.A.1.c**.
The structure of the AA degree is explained in the catalog on pages 26-29. General education core requirements (31 credits) are divided into two categories: foundations and diversification. Foundations courses are intended to give students the skills and perspectives that are fundamental to undertaking higher education. Foundations courses include written communication, symbolic reasoning, and global and multicultural perspectives. The diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. The diversification categories include arts, humanities and literature; social sciences and natural sciences. In order to graduate, students also must fulfill Focus requirements which identify important additional skills and discourses necessary for living and working in diverse communities. The first focus requirement is Hawaiian, Asian, and Pacific Issues (HAP). Students must complete one HAP course. The second focus requirement is writing intensive (WI). Students must complete two WI courses. The third focus requirement is a course in oral communication to assure that students receive training in oral delivery.

As per UH Executive Policy E5.209 UH System Student Transfer and Inter-campus Articulation, “A UH Associate in Arts (AA) degree is accepted as fulfilling lower division general education core (basic/area or foundations/diversification) requirements at all UH baccalaureate degree-granting institutions.” In addition, the policy states, “Academic courses that are comparable in nature, content, and level offered by the receiving campus are transferable” (IIA-102).

The AAT degree is comprised of 43 credits of general education core requirements. The remaining 19 credits of the AAT degree focus upon core and elective education course requirements. Detailed information pertaining to the AAT degree can be found in the catalog on pages 30-31.

All AS and Associate in Applied Science (AAS) degrees require a component of general education based upon the rationale described above. Each program determines program requirements that include at least 12 credits of general education requirements that typically include 3 credits of arts/literature/humanities, 3 credits of natural science, 3 credits of social science, and 3 credits of oral communication. Courses that meet general education requirements for these degrees and specific degree requirements for CTE programs are listed in the catalog (IIA-24).

The college recently approved a new Associate in Science in Natural Sciences (AS-NS) degree that is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa (IIA-103).

A student must have the minimum general education credit requirements in order to be awarded an AA, AAT, AS, AS-NS, or AAS degree. AA graduates must have 12 credits in Diversification, and three Focus courses. SLOs must be established and measured on a regular basis for each course included in the core. These SLOs must demonstrate how the course meets competencies described in the ILOs and/or the general education outcomes (IIA-24). SLOs for courses are also enumerated in the core outline for the course, which is located in Curriculum Central. In addition, foundations and diversification courses are subject to review by the foundations and diversifications boards, respectively. New courses as well as those that have already been designated as fulfilling a Foundation or Diversification requirement must demonstrate how they meet the hallmarks established for the FW, FS, FG, DA, DL, DH, DS, DB, DP or DY designation.

At its September 22, 2010, meeting, the Leeward CC Faculty Senate unanimously approved a motion to add a seventh category to the Leeward CC general education learning outcomes. This category is titled, “cultural diversity and civics.” Six academic skill standards for this new category...
ry were also approved. The overarching statement for this outcome area is, “Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national and global issues. A revised title for the sixth outcome was also endorsed. It now reads, “arts, humanities and sciences.” Overarching statements for each of the original outcome areas were also established and approved. These changes are reflected in the current catalog.

Currently, the assessment of the AA degree program is being handled by the Faculty Senate’s Program Review, Institutional Research, and Assessment Committee. The current assessment process for the AA degree is discussed in Standard II.A.1.c.

**Self Evaluation**

The college is performing at expectations in this standard.

Leeward CC regularly assesses student achievement of general education outcomes as part of the SLO assessment. The Leeward CC SLO assessment form has a section dedicated to the general education learning outcomes; faculty who are participating in assessment of SLOs must also indicate the general education outcomes that are being assessed at the same time. This alignment is currently contained only within the form, and it is planned to use these alignments to create a curriculum map within Tk20.

The college determines which courses will be designated as general education through its general education foundations board (IIA-86) and diversification board (IIA-104). Both of these boards are a subset of the Faculty Senate. Each board maintains a process for granting and reviewing designations of courses by using hallmarks established by the UH system.

**Actionable Improvement Plans**

None.

**II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Descriptive Summary**

As mentioned in II.A.3.a., all degree programs at Leeward CC have a general education component that students must complete to earn their degree. This fact demonstrates the commitment of the college to developing productive and life-long learners. Completion of general education courses allows the student to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community, and social responsibility. Six of the seven general education outcomes address Standard II.A.3.b. They are as follows:

- **Critical thinking skills** enable students to make judgments and apply critical reasoning to address challenges and solve problems.
- **Oral communication skills** enable students to gather information appropriately and communicate clearly both orally and in writing.
• **Quantitative reasoning skills** enable students to use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results.

• **Technology and information literacy skills** enable students to make informed choices about uses of technology and information literacy for specific purposes.

• **Written communication skills** enable students to use writing to discover, develop, and communicate ideas appropriately.

• **Exposure to arts, humanities, and sciences** enables students to understand the content and methodology of these major content areas.

The college engages in a systematic evaluation of SLOs established for every course in the curriculum. This process ensures that a high quality education is being provided to students and that students are learning. Assessment of SLOs requires that the data gathered be evaluated and used as a basis for change when indicated. Course and program assessments are integrated into the overall program review documents that are submitted by each instructional division and support area annually. These program review documents are instrumental in making campus wide decisions pertaining to resource allocation as well as ensuring a high quality of education and to enable students to be productive individuals and lifelong learners.

The college offers a wide-range of general education courses through DE. The use of DE as a delivery mode is discussed in the college catalog (IIA-24).

In 2006, the college identified **Planning Agenda 17** to clarify how students will acquire computer literacy in every degree program and how it will be assessed. Students are not currently required to take a computer literacy course; however, they will acquire computer literacy skills through the wide range of courses that require a word processing assignment. Course assessments are ongoing in these classes.

**Self Evaluation**

The college is performing at expectations in this standard. The college’s general education outcomes provide students with the capacity to be productive individuals and life-long learners.

**Actionable Improvement Plans**

None.
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Descriptive Summary**

One of three Leeward CC ILOs is “values, citizenship, and community.” This outcome states, “Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills” (IIA-24). Leeward CC’s mission statement also includes the principles of community development and diversity (IIA-24, page 5). These principles directly address the recognition of Leeward CC’s role in providing students with the opportunity to develop into effective community members with an appreciation for a diverse population.

Leeward CC provides a variety of educational experiences to promote global competency in order to prepare our students for life and work in the 21st century as global citizens. General education courses initiate the first steps of global competency through the global multicultural perspective courses required for the AA degree. In addition, foreign language courses offered provide a more focused learning experience that provides deeper understanding of a single culture through language acquisition.

General education courses in the following disciplines can be used to satisfy general education outcomes:

- Philosophy, Political Science, and Education (ethical principles)
- Psychology, Sociology Communication, and Speech (civility and interpersonal skills)
- Anthropology, Asian Studies, Drama, East Asian Language and Literature, Hawaiian Studies, and Humanities (cultural diversity)
- Arts, Music, Dance, Drama, Literature, and History (historical and aesthetic sensitivity)
- American Studies, Political Science, Interdisciplinary Sciences, and Women’s Studies (civic, political, and social responsibilities)

Through the course and program assessment process the SLOs are aligned with the ILOs, which include values, citizenship, and community. This in turn assesses whether students are becoming ethical and global citizens.

Through relationships with partner entities abroad, the Office of International Programs brings short-term groups of students from Japan to Leeward CC which provides direct interaction opportunities for our students with their counterparts from another country and culture (IIA-30). These short-term programs are designed to include maximum interaction for students from both institutions and learning experiences about each other’s cultures. Through partnerships with host institutions for study abroad programs, Leeward CC offers students the opportunity to live and study in another culture. As students gain experiences along the continuum of global competency, from coursework at home to study abroad, they become increasingly more successful with intercultural interactions and more culturally sensitive.
Self Evaluation

The college is performing at expectations in this standard.

Leeward CC believes in the dignity and potential of each individual and his or her ability to learn. Through efforts in general education curriculum development and productive relationships with national and international counterparts, the college provides students with learning experiences that support recognition of what it means to be an ethical human being and a global citizen.

Actionable Improvement Plans

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The Chancellor for Community Colleges Memo (CCCM) #6004 (Revised February 1, 2002) pertaining to “Academic Credentials: Degrees and Certificates” is the document used to define the college’s degrees and certificates (IIA-101). Leeward CC requires of all its degrees and programs (AA, AS, AAS, and AS-NS) a component of general education that is interdisciplinary by nature and published in the current College Catalog.

Within arts and sciences, there are two degrees: the 60-credit AA degree and a 62-credit AAT. There are also academic subject certificates (ASC) in the following: Accounting, Business, Business Technology, Community Food Security, Creative Media, Digital Art, Hawaiian Studies, Information and Computer Science, Management, Music, Philippine Studies, Plant Bioscience Technology, and Writing (IIA-24).

In response to UH Mānoa, Kapi‘olani CC, and Honolulu CC adopting a new general education core and categorization of requirements, Leeward CC’s Faculty Senate formed the Leeward CC AA Core Revision Committee (AA-CRC) to study whether a revision of the existing AA core was warranted. Each division appointed two members, with three coming separately from the Faculty Senate, in addition to the Leeward CC AA-CRC Chair. By January 2005, a presentation of the progress of the committee was made to the campus at convocation, and a campus forum was conducted in February. In April 2005, the AA-CRC made their recommendation to the Faculty Senate. Faculty Senate voted to approve their recommendations for change on October 12, 2005, with the implementation date of the fall of 2006 (IIA-105).

This new general education core required a Foundations Board, which reviewed (and would continue to periodically review) courses for adherence to established hallmarks and ensure smooth articulation to UH Mānoa. Within the Foundations Board the sub-categories are symbolic reasoning, written communication, and global/multicultural. By March 2007, 97 percent of the faculty voted to approve the Foundations Board as a Faculty Senate standing committee and in April 2007 Leeward CC was accepted as a member of the multi-campus foundations group. A Hawaiian, Asian, Pacific (HAP) focus board was formed to review and approve courses for the HAP Focus requirement.
Since 2006, the 60-credit AA degree was composed of three major parts: 43 credits of general education core requirements, 17 credits of electives, with 9 credits of the total being Leeward CC graduation requirements or focus requirements.

In January 2009, the Foundations Board chair sent a survey to ask how the new core curriculum was functioning on campus. It was distributed to approximately 200 faculty, through the divisions and a total of seven replies were received. In February, the Foundations Board sent another copy of the survey via email to all faculty and a total of nine replies were received, two of which were primarily in the form of requests for clarification.

In March 2009, the Foundations Board chair sent a questionnaire to administrators, students, and faculty inquiring about the functioning of the new core curriculum. Since the email inquiry sent to administrators was interpreted as asking if there were any concerns expressed about the new AA general education core, the chair received no response as it appeared that the new core was serving the students very smoothly. Based on the data gathered from these surveys, there are no common concerns or problems that require immediate attention.

According to a report by the Foundations Board to the Faculty Senate dated May 13, 2009, of the 271 students polled, 220 students expressed a desire to complete or already obtained an AA degree. Out of those 271 students, 130 (48.0 percent) said they knew about the curriculum and of those who knew about the curriculum, 124 students rated how easy it was to understand the curriculum without any help. On the scale from 1 to 5, with 1 being very easy and 5 being very difficult, the average result was 2.35 (IIA-106).

On September 22, 2010, the Faculty Senate formed the ad hoc AA-CCRC to study if the Leeward CC AA degree should be modified to better support the transition of Leeward CC students to UH Mānoa and to increase the low graduation rate. The Faculty Senate approved new AA degree requirements on April 20, 2011 (IIA-108). The chancellor submitted the approved AA degree requirements to the Office of the Executive Vice President for Academic Affairs/Provost on May 11, 2011, with the fall of 2011 effective date (IIA-13).

The revised AA degree is comprised of 12 credits of foundations courses and 19 credits of diversification courses. Graduation requirements include one HAP course, two WI courses, and one oral communication course. There are 26 elective credits.

The 62-credit AAT is comprised of 13 credits of education core classes, 6 credits of education electives, and 43 credits of Leeward CC’s general education core. In September 2005, the UH BOR approved the provisional establishment of the AAT program, and in May 2008, it was granted permanent status.

The college recently approved a new AS-NS degree that is comprised of general education core requirements of 29 to 33 credits and concentration requirements for the remaining credits up to 60 credits. The program provides a pathway for students planning to transfer into a STEM program at UH Mānoa. The UH BOR approved the provisional establishment of the AS-NS program on November 30, 2011 (IIA-109).
Self Evaluation

The college is performing at expectations in this standard.

Leeward CC offers AA, AAT, and AS-NS degrees in addition to its CTE degree programs. Each program leads to a degree and includes a focused study in at least one area of inquiry or in an established interdisciplinary core.

Actionable Improvement Plans

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The college currently offers six categories of credit-based vocational and occupational certificates and degrees in nine program areas. OCEWD offers non-credit certificates within five program areas. More information about the requirements of these certificates and degrees can be found in the College Catalog. These credit and non-credit degrees and certificates are taught by faculty who are experts in their fields and who prepare students for today's competitive job market.

All nine credit programs offer cooperative education, externship, internship, or practicum courses that integrate academic preparation and career interests with actual work experience. The programs that offer this work experience include Accounting, Automotive Technology, Business Technology, Culinary Arts, Digital Media, Information and Computer Science, Management, Substance Abuse Counseling, and Television Production. Employers are represented from both the private and public sectors of the community.

The college's nine CTE credit programs schedule between one to two advisory committee meetings per year to develop SLOs, assess technical and professional competencies, recommend equipment and curriculum changes, provide feedback on program reviews, validate program direction and vision, provide current labor market demand, and discuss emerging industry needs. Minutes of advisory committee meetings are available within each program.

For non-credit programs offered through OCEWD, one to four advisory committee meetings are scheduled each year to assess technical and professional competencies, provide current labor market demand, and discuss emerging industry needs.

Two credit programs are nationally accredited as follows:

- Automotive Technology – Accredited by the National Automotive Technician Education Foundation
- Culinary Arts – Accredited by the American Culinary Federation

The following table is the most recent Perkins Performance on Core Indicators for 4P1 – Student Placement (2010-2011). The UHCC Performance Standard that was set for 4P1 was 56.00. As indicated below, seven of the nine CTE programs met this standard for student placement, with the Culinary Arts and Digital Media programs falling below the standard.
In the above table, the numerator is based on concentrators in the year reported (prior Perkins year) who stopped program participation and who were placed or retained in employment, military service, or an apprenticeship program within the quarter following program completion. The denominator is based on concentrators in the year reported (previous Perkins year) who stopped program participation.

CTE students who complete their certificates and degrees are prepared for external licensure and certification. The following table reflects those CTE programs and their respective external licensure or certification.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit or Non Credit</th>
<th>External Licensure or Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>credit</td>
<td>• There are related professional certifications for workers/users (not programs) in the accounting industry. Examples are IRS Enrolled Agent, American Institute of Professional Bookkeepers, Certified Bookkeeper, American Payroll Association, and Certified Payroll Professional.</td>
</tr>
<tr>
<td>Automotive Mechanics Technology</td>
<td>credit</td>
<td>• Students enrolled in the Automotive Student Service Educational Training (ASSET) program, sponsored by the Ford Motor Company and Hawai‘i Ford and Lincoln/Mercury dealers, are required to successfully complete all dealer-based courses and achieve Automotive Service Excellence (ASE) certification.</td>
</tr>
<tr>
<td>Certified Professional Coder (Hospital)</td>
<td>non-credit</td>
<td>• American Academy of Professional Coders (AAPC) certification as a Certified Professional Coder – Hospital (CPC – H)</td>
</tr>
<tr>
<td>Commercial Motor Vehicle Operation</td>
<td>non-credit</td>
<td>• Class A and B Commercial Driver License (CDL)</td>
</tr>
</tbody>
</table>
| Culinary Arts                | credit               | • National Restaurant Association ServSafe Certification  
• National Restaurant Association Manage First Program – Human resources Management and Supervision Certification  
• National Restaurant Association Manage First Program – Customer Service Certification |
| Digital Media Production     | credit               | • National Association of Communication Systems Engineers (NACSE) certification as a Web Technician  
• Certification with Adobe Certified Associate (ACA) |
<table>
<thead>
<tr>
<th>Field</th>
<th>Type</th>
<th>Courses and Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Safety and Sanitation</td>
<td>non-credit</td>
<td>• Servsafe Food Protection Manager Certification</td>
</tr>
<tr>
<td>Forklift Certification</td>
<td>non-credit</td>
<td>• Hawai‘i Occupational Safety and Health (HIOSH) in conjunction with the Hawai‘i Occupational Safety and Health Administration (OSHA)</td>
</tr>
<tr>
<td>Green Building and Energy Management</td>
<td>non-credit</td>
<td>• LEED Green Associate (GA) Exam Preparation</td>
</tr>
<tr>
<td>Home Energy Survey Professional</td>
<td>non-credit</td>
<td>• RESNET Home Energy Survey Professional</td>
</tr>
<tr>
<td>Information Computer Science</td>
<td>credit</td>
<td>• National Association of Communication Systems Engineers (NACSE) certification as an Associate Network Specialist and Senior Network Specialist</td>
</tr>
</tbody>
</table>
| Management                                 | credit  | • The Certificate of Competence in Management Foundations, the Certificate of Competence in Retail Foundations, and the Certificate of Completion in Business Essentials are endorsed by the Western Association of Food Chains (WAFC). Upon completion of the three certificates, students also receive a Retail Management Certificate issued by the WAFC.  
• The Certificate of Achievement in Retail Management is also endorsed by the WAFC. Upon completion of the aforementioned three certificates, students also receive the Certificate of Achievement in Retail Management and the Retail Management Certificate issued by the WAFC. |
| Medical Administrative Specialist         | non-credit | • Certified Medical Administrative Specialist (CMAS) certification exam administered by the American Medical Technologists (AMT) |
| Medical Assistant                          | non-credit | • Registered Medical Assistant (RMA) national certification exam offered thorough the American Medical Technologist (AMT) certifying agency |
| Medical Reimbursement Specialist           | non-credit | • National certification Certified Medical Reimbursement Specialist (CMRS) with American Medical Billing Association (AMBA) |
| Motorcycle Safety Education               | non-credit | • Basic Rider Course (BRC) Hawai‘i Edition, approved for use by the Hawai‘i Department of Transportation (HDOT) for Motorcycle Rider Education. Upon successful completion of the course, qualified students are issued a licensing waiver. |
| Nurse Aide Program and ARC Exam            | non-credit | • The State of Hawai‘i Nurse Assistant Competency Evaluation Exam to become a Certified Nurse Aide (CNA)  
• American Red Cross (ARC) Competency Evaluation |
| Phlebotomy Technician                      | non-credit | • The Registered Phlebotomy Technician (RPT) certification exam offered by the American Medical Technologists certifying agency |
| Process Technology                         | non-credit | • Certified Process Operator national exam offered through the Center for the Advancement of Process Technology (CAPT) |
| Security Guard Certification and Preparation | non-credit | • National Certification from International Foundation for Protection Officers (IFPO) |
| Substance Abuse Counseling                 | credit  | • The International Certification Reciprocity Consortium (ICRC) certifies learners. Graduates of the Substance Abuse Counseling program, upon securing the necessary experiential hours and upon having passed the written exam, can be certified by ICRC and the State Department of Health Alcohol and Drug Abuse Division (ADAD). |

**Self Evaluation**

The college is performing at expectations in this standard.
The CTE credit and non-credit programs outlined above are well aligned with the expectations of employers and address the needs of the community that the college serves.

The faculty and counselors in all CTE programs, especially the Culinary Arts and Digital Media programs, are currently researching why students who have stopped program participation are not placed or retained in employment. Additionally, all programs are constantly working with their advisory committees to improve student placements. As such, the college will continue its concerted efforts to develop mechanisms to track external licensure, certification, and/or employment after graduation.

**Actionable Improvement Plans**

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

**Descriptive Summary**

The college provides clear and accurate information about programs of study and transfer policies, along with the purpose, content, course requirements, and expected SLOs of degrees and certificates in several ways. This information is provided in the College Catalog ([IIA-24]), program advising sheets, counselor meetings, program brochures, the college website, and the online STAR degree planning web application ([IIA-110]).

The catalog includes a complete listing of all degrees and certificates, course descriptions, program requirements, prerequisites/co-requisites, SLOs, and transfer policies. Current and previous versions of the College Catalog are available for viewing or downloading on the Leeward CC website or a hard copy may be purchased for a nominal fee at the campus Copy Center ([IIA-111]).

The College Catalog is carefully monitored and edited by the OPPA in order to provide clear and accurate information about programs of study and transfer policies. The information is updated with data from Curriculum Central ([IIA-62]).

Leeward CC now requires mandatory advising for first-time students to ensure they receive degree and certificate program information from their counselors at least once before they may register for classes. Counselors meet with current students and use program advising sheets, which are generated from catalog information, to help students plan their academic path or to see student progress toward fulfilling degree, certificate, and transfer requirements. Counselors also use the UH System Course Transfer Database to help students find information regarding the transfer of credit courses into various UH and non-UH campuses. The Scheduling and Reporting System (SARS) data codes are used to categorize the major purpose of each meeting a student has with any counselor.
Additionally, as one of four goals identified by counselors for improvement of services to students, all academic advising appointments beginning in the fall of 2011 place an increased emphasis on the use of STAR, an online degree planner. Information in STAR is updated with data from Curriculum Central on a regular basis. Counselors were furnished with iPads to allow students to log onto STAR to learn how to use the technology for self-advising when possible. Information on STAR is also included on the college website (IIA-112). Protocols for initial advising appointments, now required subsequent to participation in NSO, call for all counselors to instruct students in the use of STAR. This strategy was inaugurated to allow counselors more time to work with students most in need of professional guidance in course selection and applicability to degree and certificate completion.

Program brochures and the college website also provide all required information. All program brochures and website content is coordinated by creative services to insure consistency with the College Catalog and accuracy of information. The marketing officer and program coordinators check information for program brochures and web content to provide a “double-check” proofing for accuracy.

DE students are provided the same information on programs of study, transfer policies and purpose, content, course requirements, and expected SLOs of degrees and certificates. The information is accessed via online resources, such as the college website and STAR and through interaction with counselors, provided during face-to-face meetings or via online through email, text messages, or online chat.

Faculty members are required to provide students with course syllabi during the first week of the semester. They also provide their division with a copy for placement in division files. To help them prepare their course syllabi, they may view official core course outlines by accessing Curriculum Central (IIA-62). Syllabi are also located in the campus library.

According to the college’s Policy on Curriculum Review and Revision, L5.201 (IIA-1), all course syllabi must include standardized items, including the goals and purposes of a course. Each course syllabus is required to contain the same SLOs as the approved core course outline for that course regardless of the course’s delivery method. In addition to the hard copy of the course syllabus, faculty members also go over the information in class. According to the policy, if a syllabus does not reflect the required standardized information, the division chair and discipline will work with that particular faculty to correct discrepancies within the current semester.

**Self Evaluation**

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The College Catalog is updated annually and regularly reviewed for effectiveness. SLOs are included in the catalog. The SLOs are retrieved from Curriculum Central to ensure only approved SLOs are disseminated to students.

Each semester divisions are asked to audit course syllabi to insure only approved course outline content is included on instructors’ course syllabi, including official SLOs.

Counselors continue to use STAR to inform students about appropriate courses and programs in all academic advising sessions.
Through the self evaluation process, it became apparent that the DE coordinator should be providing a listing of degrees and certificates available entirely via distance education, along with a listing of degrees and certificates where a substantial portion (50 percent or more) can be attained via DE for inclusion in the catalog and college website. This information was placed online in the spring of 2012 and will appear in the 2012-2013 College Catalog.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III based on the fact that current and prospective students receiving clear and accurate information about SLOs for courses, programs, certificates, and degrees. In addition, students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

**Actionable Improvement Plans**


II.A.6.a. 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.

**Descriptive Summary**

The college has clearly stated transfer of credit policies and procedures for students entering from and leaving to other institutions. This information is communicated to students through the College Catalog. UH Executive Policy E5.209 is the basis for the College Transfer Policy (IIA-102). The catalog is available online at the Leeward CC website. Hard copies are also available for students to purchase.

College credit transfer policies are also available to students from the Office of Admissions and Records, counselors, the Leeward CC website, and through transfer workshops that are held throughout the semester (IIA-113, IIA-114). Students are notified of the workshops through email, on campus digital signage system, the college website, flyers, counselors, and announcements in classes that relate to a particular major. The college also lists all courses articulated to meet UH Mānoa general education requirements on the website (IIA-115). Students are also able to access online the general education foundations board information on courses (IIA-86).

Students are able to utilize credits from other accredited institutions to meet certificate and/or degree requirements. Students can have their official transcripts sent for evaluation and can also complete an evaluation request. The transcript evaluator evaluates the courses a student took as it may apply to their degree. The transcript evaluator reviews the course descriptions, and if necessary, the course syllabus, to determine whether a course is equivalent. If there is a question on whether or not a course is transferrable, the request is sent to the appropriate division to make a determination. Residency requirements are also taken into consideration when determining the number of credits that are accepted. Once an evaluation is completed, students are provided with a document called the Transcript Evaluation Guidelines that explains the general guidelines for the evaluation. The vice chancellor of academic affairs is responsible for final approval.
Any student who completes an AA degree meets all general education requirements for any baccalaureate program at UH Mānoa, UH West O‘ahu, UH Hilo, Hawai‘i Pacific University, and Brigham Young University. The campus also has articulation agreements in place for Leeward CC’s Accounting and Business Technology programs with both UH West O‘ahu and Hawai‘i Pacific University. There is also an articulation agreement for the AS in TV Production with Hawai‘i Pacific University. The AAT degree has articulation agreements with baccalaureate programs at UH Mānoa, UH West O‘ahu, Chaminade University in Honolulu, and Western Governors University. The college also has an articulation agreement with the University of Phoenix for all baccalaureate programs. These agreements were developed in response to student needs and are reviewed as part of the APR process.

Self Evaluation
The college is performing at expectations in this standard.

The college continues to investigate the need for new articulation agreements. Current articulation agreements are updated to reflect changes in curriculum requirements and to encompass new programs. There is also renewed effort to ensure that courses transfer appropriately within the UH system.

Actionable Improvement Plans

None.

II.A.6.b. 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.

Descriptive Summary
Leeward CC follows the UH BOR Policies, Section 5-1, Instructional Programs, when established programs are terminated or program requirements are significantly changed (IJA-116). If programs are eliminated or requirements change, academic commitments to students already enrolled in the program will be fulfilled. Students currently enrolled would be allowed to complete their coursework and finish their degree with very little disruption. However, no new students will be admitted into the program.

Leeward CC’s policy for program discontinuance is clearly stated in the UH BOR’s policies and bylaws. The college will adhere to this policy if programs are eliminated or if requirements are changed.

Self Evaluation
The college is performing at expectations in this standard.

Program elimination is rare, though Leeward CC has eliminated programs in the past by following the requirements of the UH BOR policies.

Actionable Improvement Plans

None.
II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary**

In its efforts to represent itself clearly, accurately, and consistently—and to fulfill the goals set forth in its last self-evaluation—in 2010 the college redesigned and updated its website, which is its central repository and communication portal of information for prospective students and the public as well as current students ([IIA-117](#)).

All pages provide a colorful, student-friendly tool bar with direct links to the college’s programs of study, counseling, and financial aid pages, as well as the academic calendar, and a “connect to Leeward” page featuring the college’s social-networking sites, including Facebook, Flickr, Twitter, YouTube, and Pinterest ([IIA-118](#)).

In addition to providing information on its website, the college continues to print information for students. A printed version of the catalog is available for purchase at the campus Copy Center. Also available are booklets explaining NSO and outlining step-by-step registration procedures, a welcome booklet for all newly accepted students; a spiral-bound student planner, which in 2009-2010 won second place nationally at the annual National Council for Marketing and Public Relations Conference ([IIA-119](#)); and the Leeward CC Wai‘anae newsletter ([IIA-120](#)).

The college’s Creative Services office strives for consistency and clarity in communication by providing centralized support for all of the college’s communication, graphic design, and marketing services. Its webpage hosts an online campus communication system with submission forms for announcements, including press releases to media, postings to the college’s social-media sites, and features on the campus digital signage system ([IIA-121](#)).

As specified in the Creative Services policies statement published in the Communication and Publication Project Policy, all of the college’s informational and promotional materials (that is, all external communications, whether printed, broadcast, or electronic) must be reviewed and approved by the marketing director prior to publication. To enable timely review and approval of communication materials, the marketing director maintains a submissions deadline of one week prior to press or production time.

Marketing and recruitment materials for international programs provide comprehensive, detailed and accurate information to prospective students about all aspects of studying at Leeward CC, including clearly stated application requirements and procedures, visa information, costs, services provided, degrees offered and transfer options.

The *College Catalog* is also reviewed and updated continuously according to recommendations of campus committees and representatives responsible for individual sections. Corresponding information on the college’s website is updated accordingly for consistency and transparency.

In 2006, the college identified *Planning Agenda 20* to commit appropriate resources and personnel to redesign the college’s website. Although no additional resources were allocated, the website was redesigned in 2010. Focus groups and surveys were conducted with students in 2008 to identify ways to improve clarity, layout, and design of the catalog and the college’s website.
**Self Evaluation**

The college is performing at expectations in this standard.

The college continues to review its publications for effectiveness in presenting clear information to students. Respective faculty and staff need to continue to maintain and update the college publications and website, regularly review and evaluate print and online resources to ensure their currency, consistency, and efficacy, and make updates when needed.

**Actionable Improvement Plans**

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Descriptive Summary**

At Leeward CC, academic freedom and responsibility are outlined in the UHCC Policy 5.211 Statement on Professional Ethics (IIA-122), which adopts the statement on professional ethics of the American Association of University Professors (AAUP) (IIA-123).

In addition, Article IX of the 2009-2015 Agreement between the University of Hawai‘i Professional Assembly and the University of Hawai‘i Board of Regents provides safeguards for academic freedom. All documents are published in print and accessible online (IIA-44, Article IX. A, page 17).

With regard to student academic freedom, the AAUP statement referenced above ensures that faculty protect the academic freedom of students and the free pursuit of learning. Also, the academic rights and freedoms of students are published in the College Catalog.

Article IV of the UHPA faculty contract states the responsibility of faculty is to present differing points of view, and to “... provide factual or other scholarly sources for such conclusions” (IIA-44, Article IV. A, page 4). Additionally, the Leeward CC faculty evaluation process seeks to ensure that the standard is upheld through peer and student reviews.

UHCC Policy 5.211 Statement on Professional Ethics adopts the statement on professional ethics of the AAUP and requires that “... professors devote their energies to developing and improving their scholarly competence” (IIA-122).

**Self Evaluation**

The college is performing at expectations in this standard.

**Actionable Improvement Plans**

None.
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Student Regulations are included in the College Catalog 2011-2012 (IIA-24). This section contains a discussion of academic dishonesty and its repercussions. The entire Student Conduct Code for the UH system can be found online (IIA-125).

In addition, faculty members provide information about academic dishonesty as it relates to course expectations as part of their syllabi and/or program handbooks (IIA-126).

The Student Conduct Code has been distributed to students participating in mandatory NSO for the past three years on a complementary portable flash drive. An abbreviated version is included in the student planner that is distributed free to all students. The Student Conduct Code and the accompanying procedures are also posted on the college’s website (IIA-127).

Students register by using a student ID number and/or UH username and password, both of which are considered private. Students are told to keep their UH passwords secure. In accordance with the Higher Education Opportunities Act of 2008, online courses offered by the college use Laulima (SAKAI), the UH system’s course management system, which requires secure login using a student’s UH-issued username and password (IIA-128). In addition, some tools in Laulima have the option of requiring an honor pledge that states that the student attests that he or she is submitting his or her own work (IIA-129).

Self Evaluation

The college is performing at expectations in this standard.

The policies regarding academic honesty and consequence for dishonesty are clearly stated. A procedure has been established for new students to ensure the policies are readily accessible and available to all students. In 2010, new students had to attend a mandatory NSO and also meet with a counselor prior to registration. Starting in the fall of 2011, the NSO was provided live and online. After completing these requirements, a student receives a flash drive with the Student Conduct Code pre-loaded.

The college needs to consider better methods of verifying student identity and develop and implement a mechanism to ensure that a student who registers for a DE course is the same student who participates and completes the course.

For DE courses, faculty should be encouraged to adopt best practices for instruction and assessment that promote academic honesty. Faculty adoption of such strategies would require institutional commitment to providing faculty support, including professional development for instructors and an academic integrity liaison.

Actionable Improvement Plans

None.
II.A.7.c. 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 or student handbooks.

**Descriptive Summary**
As part of a state public university system, Leeward CC does not seek to instill specific beliefs or worldviews on its employees or its students. The Leeward CC mission statement found in the College Catalog clearly delineates the school’s focus and areas of emphasis. Student codes of conduct are included in the catalog as well. The entire Student Conduct Code for the University of Hawai‘i system can be found online (IIA-125). Leeward CC also includes a link to the Leeward Student Conduct Code on its website (IIA-127).

Faculty are expected to adhere to the Drug-free Workplace Policy (IIA-130), the Workplace Non-violence Policy (IIA-131), and the Policy on Sexual Harassment and Related Conduct (IIA-132).

A guidebook for faculty and staff contains general expectations of faculty conduct, and discusses both the Drug-free Workplace Policy and the Policy on Sexual Harassment and Related Conduct. A revision of the guidebook is currently in process, and a discussion of the Workplace Non-Violence Policy will be included in the revision. The guidebook is distributed to all new faculty during new faculty orientation, and is available from the Innovation Center for Teaching and Learning (IIA-133).

**Self Evaluation**
The college is performing at expectations in this standard.

In addition to written policies addressed above, the Human Resources Office periodically conducts workshops concerning violence in the workplace and sexual harassment. The relevant policies concerning student and faculty conduct are clearly stated, and the college makes every effort to ensure the policy statements are widely available.

**Actionable Improvement Plans**
None.

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II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

**Descriptive Summary**
Leeward CC does not offer curricula in foreign locations to students other than U.S. nationals for both its traditional face-to-face and distance education programs.

**Self Evaluation**
This standard is not applicable.

**Actionable Improvement Plans**
This standard is not applicable.
Standard II.A. Appendices

Appendix IIA-A (Programs Aligned with Mission)

Appendix IIA-B (Programs in High-Demand and Emerging Fields)

Appendix IIA-C (Programs to Address Specific Student Needs)

Appendix IIA-D (Data and Analyses in the APR Template)

Appendix IIA-E (Methods of Instruction)

Appendix IIA-F (Distance Education-Specific Questions on the Core Course Outline)

Appendix IIA-G (Innovation in Teaching Methodologies)

Appendix IIA-H (Student Learning Outcomes in Curriculum Central)

Appendix IIA-J (Curriculum Review and Approval Process)

Appendix IIA-K (Breadth et al in the APR)

Standard II.A. Evidence

IIA-1 Policy on Curriculum Review and Revision, L5.201
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27070/1_L5.201_Poli-
cy_on_CurriculumReview_and_Revision.pdf

IIA-2 Curriculum Committee Course Proposal Guide, Field 37
http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field37

IIA-3 Management (MGT) 120 Core Course Outline
Course_Outline.pdf

IIA-4 Curriculum Committee Program Proposal Guide, Field 1
http://emedia.leeward.hawaii.edu/facsenate-cc/program-guide-field1
IIA-5  Associate in Arts in Teaching (AAT) Core Program Outline
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26560/S%20AAT_Pro-
gram_Outline.pdf

IIA-6  APR Template, Leeward CC Wai‘anae, 2009-2010
APR%20LCC%20Wai%20anae%202009-2010%20v3c%20r1.pdf

IIA-7  Policy on Annual Program Review, L5.202
cy_on_Annual_Program_Review.pdf

IIA-8  Associate in Arts in Teaching (AAT) Degree
http://www.leeward.hawaii.edu/aat

IIA-9  Plant Bioscience Technology Academic Subject Certificate
http://www.leeward.hawaii.edu/pbt

IIA-10  Travel Industry Certificate of Completion
http://www.leeward.hawaii.edu/node/721

IIA-11  Process Technology Certificate of Professional Development
http://www.leeward.hawaii.edu/processtech

IIA-12  Degree and CA Counts and Transfers for All Programs
CA_Counts_and_Transfer_for_All_Programs_for_2011_08_11.pdf

IIA-13  Associate in Arts Degree Revision Approval Memo, May 11, 2011
of%20Arts%20Degree%20Revision%20Approval_051111.pdf

IIA-14  STAR for Students
http://www.leeward.hawaii.edu/STAR-degree-planning

IIA-15  CTE Degree and CA Counts and Transfers for all CTE Programs
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26636/CTE%20De-
gree_&_CA_Counts_and_Transfer_for_All_Programs_for_2011_08.pdf

IIA-16  Leeward CC Online Programs
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26562/Leeward_On-
line_Programs.pdf

IIA-17  Hālau ‘Ike O Pu‘uloa
http://www.leeward.hawaii.edu/halau

IIA-18  Institutional Plan, 2011-2013
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27072/18_Institu-
tional_Plan_2011_2013.pdf

IIA-19  AA in Hawaiian Studies Degree Core Program Outline

IIA-20  Letter from Dr. Barbara A. Beno, June 13, 2012
Letter_No_Sub_Change_AAHS.pdf
IIA-21  Leeward CC Wai’anae
http://www.leeward.hawaii.edu/leewardccw

IIA-22  Ho’oulu Project
http://emedia.leeward.hawaii.edu/hooulu/

IIA-23  TRIO Upward Bound
http://emedia.leeward.hawaii.edu/upwardbound/

IIA-24  Leeward CC College Catalog 2011-2012

IIA-25  English as a Second Language (ESL) Program
http://emedia.leeward.hawaii.edu/languagearts/esl

IIA-26  Marine Option Program
http://www.leeward.hawaii.edu/mop

IIA-27  Service Learning Program
http://emedia.leeward.hawaii.edu/servicelearning/

IIA-28  Cooperative Education
http://www.leeward.hawaii.edu/co-op-education

IIA-29  Office of Continuing Education and Workforce Development (OCEWD)
http://www.ocewd.org/

IIA-30  Office of International Programs
http://www.leeward.hawaii.edu/ipo

IIA-31  Institutional Research, OPPA Group, Leeward Intranet (Login Needed)
http://intranet.leeward.hawaii.edu/group/iro

IIA-32  APR Template, Math and Sciences, 2010-2011

IIA-33  Leeward CC CCSSE Executive Summary

IIA-34  iLearn@Leeward, DE Website for Students
http://emedia.leeward.hawaii.edu/emc/ilearn

IIA-35  eCafé Questions
http://www.hawaii.edu/ecafe/faq.jsp#instructors

IIA-35  iLearn@Leeward: A Community of Support for Distance Learners
http://blogs.leeward.hawaii.edu/ilearn/

IIA-36  DE Student Survey Results for Spring 2008

IIA-37  DE Student Survey Results for Fall 2008
IIA-38  DE Student Survey Results for Spring 2009

IIA-39  DE Student Survey Results for Fall 2009

IIA-40  DE Student Survey Results for Spring 2010

IIA-41  DE Student Survey Results for Fall 2010

IIA-42  DE Student Survey Results for Spring 2011

IIA-43  DE Student Resources
http://emedia.leeward.hawaii.edu/emc/ilearn-student-resources

IIA-44  2009-2015 Agreement between the University of Hawai‘i Professional Assembly and the University of Hawai‘i Board of Regents, Article IV.B.3.

IIA-45  Leeward CC Achieving the Dream PowerPoint Presentation on the Math Initiative

IIA-46  Curriculum Committee Course Proposal Guide, Field 21
http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field21

IIA-47  Accounting (ACC) 201 Course Outline

IIA-48  Curriculum Committee Course Proposal Guide, Field 34
http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field34

IIA-49  Curriculum Committee Course Proposal Guide, Field 36
http://emedia.leeward.hawaii.edu/facsenate-cc/guide-field36

IIA-50  Leeward CC DE Strategic Plan, May 2012

IIA-51  Convocation Evaluation Summary, Spring 2012

IIA-52  Leeward CC Employee Satisfaction Survey 2011
IIA-53  Community College Inventory Report 2011

IIA-54  APR Template, Arts and Humanities, 2011-2012

IIA-55  APR Template, Business, 2011-2012

IIA-56  APR Template, Language Arts, 2011-2012

IIA-57  APR Template, Math and Sciences, 2011-2012

IIA-58  APR Template, Professional Arts and Technology, 2011-2012

IIA-59  APR Template, Social Sciences, 2011-2012

IIA-60  SLO Rubric

IIA-61  Course SLO Assessment Steps

IIA-62  Curriculum Central Website (Login Needed)
http://curriculumcentral.its.hawaii.edu:8080/central/core/cas.jsp

IIA-63  Leeward CC SLO Assessment Form

IIA-64  Policy on Assessment, L5.210

IIA-65  WASC Retreat on Student Learning, Level I

IIA-66  Program Assessment Plan Template

IIA-67  AS in Accounting Program Assessment Plan
IIA-68 AA Degree Program Assessment Plan

IIA-69 WASC Retreat on Student Learning and Assessment, Level II

IIA-70 Tk20 @ Leeward CC (Login Needed)
https://leeward.tk20.com/campustoolshighered/start.do

IIA-71 AA Degree Program Assessment 2011

IIA-72 Program Review, Institutional Research, and Assessment Committee's 2011-2012 Annual Report

IIA-73 AA Degree Program Review Meeting Notes, April 18, 2011

IIA-74 UH System Distance Learning Course Listing
http://www.hawaii.edu/dl/courses/index.php

IIA-75 UH System Distance Learning Course Listing, Spring 2012

IIA-76 Spring 2011 OCEWD Catalog

IIA-77 English Language Institute
http://www.leeward.hawaii.edu/ipoeli

IIA-78 Faculty Senate Charter and Bylaws

IIA-79 Curriculum Committee
http://emedia.leeward.hawaii.edu/facsenate-cc/home

IIA-80 Sample Business Division Email for Curriculum Review

IIA-81 Curriculum Committee Minutes for December 1, 2011

IIA-82 Faculty Senate Approved Curriculum Outlines Approved (Sample)
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<td>IIA-92</td>
<td>Annual Program Review Template, revised 2009</td>
<td><a href="http://www.leeward.hawaii.edu/annual-program-review">http://www.leeward.hawaii.edu/annual-program-review</a></td>
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<td><a href="http://intranet.leeward.hawaii.edu/group/assessment">http://intranet.leeward.hawaii.edu/group/assessment</a></td>
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<td>IIA-98</td>
<td>About Grades @ Leeward CC</td>
<td><a href="http://www.leeward.edu/about-grades">www.leeward.edu/about-grades</a></td>
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IIA-118  Connect to Leeward
http://www.leeward.hawaii.edu/connect

IIA-119  “Student Planner Wins National Recognition”
http://www.leeward.hawaii.edu/node/234

IIA-120  Leeward Community College Wai‘anae December 2011 Newsletter
newsletter%202011Dec.pdf

IIA-121  Leeward CC’s Creative Services
http://www.leeward.hawaii.edu/creativeservices

IIA-122  UHCC Policy 5.211 Statement on Professional Ethics
Policy_5.211.pdf

IIA-123  American Association of University Professors (AAUP) Statement
on Professional Ethics
http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm

IIA-124  UH BOR Policies, Chapter 9 Personnel

IIA-125  UH System Student Conduct Code
http://www.hawaii.edu/svpa/ep/e7/e7208.pdf

IIA-126  Sample Course Syllabus with Academic Honesty Statement
line.pdf

IIA-127  Leeward CC Student Conduct Code

IIA-128  Laulima
https://laulima.hawaii.edu/portal

IIA-129  Laulima Honor Pledge
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27141/Laulima_Hon-
or_Pledge.pdf

IIA-130  Drug Free Workplace Information and Documentation
http://www.hawaii.edu/ohr/docs/drugfree.htm

IIA-131  UH Executive Policy 9.210 Workplace Non-Violence

IIA-132  UH Executive Policy 1.203 Policy on Sexual Harassment and Related Content

IIA-133  FYI Guidebook for Faculty and Staff
Feb6_2008.pdf
II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Leeward CC recognizes the importance of providing a broad range of support services to ensure students can meet their educational goals. The Student Services unit includes Admissions and Records, Counseling, Financial Aid, Job Prep Services, Recruitment, Student Health Center, and Student Life (II.B-1). The Office of the Dean of Student Services (II.B-2) is responsible for all these services as well as the TRIO/Upward Bound Program (II.B-3). Comprehensive student support services are also provided at the college's satellite campus, Leeward CC Wai'anae (II.B-4), and for International Programs (II.B-5), which includes the English Language Institute (ELI) and study abroad programs. Students taking coursework through distance education (DE) are provided support services through a variety of methods including online advising and support (II.B-6).

Alignment with Mission

As identified in Standard I.A., the college mission includes an emphasis on the educational attainment of Native Hawaiian students. To address this student population, the college created the Hālau ʻIke O Puʻuloa Native Hawaiian Student Support Program (II.B-7). This program is academically rigorous and culturally relevant puʻuhonua (place of refuge) that houses academic and student support programs that inspire excellence, promote growth, and advance opportunities for Native Hawaiians. The Hālau also serves all students, staff, and faculty who wish to increase their knowledge of Hawaiian culture, language, and history.

With a 300 percent increase in Native Hawaiian students served by the college from 2006 to 2010, demand for these support services has grown. In 2009, a counselor was hired to support Native Hawaiian students, and the position was located within the Hālau. In July 2010, the college formalized a proposal to locate program counselors within the Hālau as well as specific Career and Technical Education (CTE) programs and developmental education programs in language arts and math (II.B-8). The college currently has a second counseling position for the Hālau as a top instructional personnel priority (II.B-9, II.B-10).

The college mission, approved in September 2006, focused on six principles: Access, Learning and Teaching, Workforce Development, Personal Development, Community Development, and Diversity (II.B-11, page 5). Student Services maintains these principles in the programs and ser-
In an effort to ensure Access, the college has provided student support positions for the Leeward CC Wai‘anae campus. Currently, there are two program counselors located at the Wai‘anae facility. DE is another area that provides access to educational opportunities that students might not otherwise have.

Efforts to improve access to counseling services for DE students included the creation of a committee on alternate deliveries. This committee, formed in 2010, has explored and purchased equipment and provided training to offer improved on-demand counseling services through Skype. Additionally, this group assumed responsibility for improving the counseling website to provide updated and easy references for DE students to access multiple resources and services from various locations and community providers (IIB-13). Additional hours have provided an opportunity for increased access to internet-based, email advising. See Standard II.B.3.a. for a table of student support services provided at one of the two campuses or online.

To support the principles of Learning and Teaching and Personal Development, Student Services has worked to identify new ways of meeting the needs of students and helping students meet their educational goals. The dean of student services meets regularly with each unit head to discuss new initiatives or changes in services that impact student success (IIB-14). Under the direction of the dean, counselors developed a series of priority areas in the fall of 2010 and have since formed committees of which all counselors serve on to address the following priority areas: mandatory New Student Orientation (NSO) and initial advising for all students new to the college (IIB-15); fundamental instruction in the use of STAR for Students as a degree planning tool for students (IIB-16); intrusive counseling for students with demonstrated need for additional support; alternative delivery methods to address students who are not readily available for in-person counseling and advising during regular work hours; and the deployment of program counselors, which is discussed in more detail in the next paragraph.

The principle of Workforce Development has been a focus for the college and Student Services in recent years. To address issues of low completion rates within the CTE programs, a significant shift in delivery of counseling and advising services was made with the deployment of program counselors. This change resulted from the 2009-2010 Annual Program Review (APR) process (IIB-17, IIB-18). Prior to this change, only the Associate in Arts in Teaching (AAT) program, the Hālau, and Leeward CC Wai‘anae had their own program counselors. With feedback from the instructional divisions requesting a closer relationship between counseling and CTE programs, a campus initiative began with the reassignment of five program counselors and the establishment of this subset of advising and counseling (IIB-19). Program counselors were dedicated to the Business division and the Professional Arts and Technology division, in addition to those already in place in Wai‘anae, the Hālau, and the AAT program. Program counselors were recruited and hired for the developmental education programs in language arts and math. Subsequently, a program counselor for technology-intensive programs such as information and computer science, digital media, and television production was recruited and hired (IIB-20).

The Program Counseling Initiative is also related to a more proactive counseling approach which was adopted during the 2010-11 school year, in which all counselors are involved in required initial academic advising for all new-to Leeward students, in UAP advising and Maka’ala for those not doing well, and in the use of STAR for degree planning...
The principle of Community Development is supported by Student Services through Student Life, Job Prep Services, Student Health Center, and outreach programs such as GEAR UP and TRIO/Upward Bound. For example, the Student Life office provides a wide-range of student governance and activities on campus including educational events, entertainment, student talent showcases, and community building events. The Student Life office coordinates the Board of Student Communications, which oversees communication tools such as the student publication Ka Mana'o, digital signage, and the student text notification system. The Student Life office also coordinates the NSO and leadership training programs associated with NSO. Job Prep Services provides outreach to the community and brings potential employers into contact with students through specific programs and events as well as through an online database. The Student Health Center provides basic health needs and family planning for students. The TRIO/Upward Bound Program and the GEAR UP grant provide college awareness and preparation activities for eligible area high school students (low-income and first generation, primarily). See Standard II.B.3.a. for an in-depth discussion of these student support services.

Lastly, the principle of Diversity is reinforced with programs sponsored by Hālau 'Ike O Pu'uloa on the Pearl City campus, including the Distinguished Cultural Speaker Series (IIB-21). Leeward CC Waiʻanae also supports diversity by engaging in a range of student-oriented activities on the campus and in the community.

**Assessment of Student Services**

Student Services engages in assessment and program evaluation with the campus through the APR process (discussed in depth in Standard II.A.2.f.). As part of this process, each instructional division provides feedback regarding improvements needed for students in support of their learning. Student Services uses this feedback as part of their unit analysis to guide discussions on priorities for the unit (IIB-10, IIB-14).

Student learning outcomes (SLOs) for student support areas have been identified for student services areas and are described in detail in Standard II.B.4. Assessment of SLOs and administrative outcomes is conducted annually. Assessment of SLOs is reported in the APR. Administrative outcomes are reported to the UHCC system, which requires a program review of student services as part of the Annual Review of Program Data (ARPD), includes common metrics identified by the student services staff to be reported to the system each year in conjunction with a narrative analysis of the program (IIB-22).

Leeward CC is certified by the Student Exchange and Visitor Program (SEVIS), which is an agency of the US Department of Homeland Security, to admit international students and issue I-20s for those students to gain entry to the U.S. to study (IIB-23). Schools can lose certification from SEVIS if they do not abide by federal regulations. The primary designated school official, who maintains the SEVIS records online and issues I-20s to applicants, attends SEVIS update workshops annually to keep abreast of any changes or modifications to regulations and to maintain expertise in this area. In addition, a student satisfaction survey is implemented each year for international students to gather data on admissions and visa counseling services from the perspective of the student. The data in the APR process and the student satisfaction survey are used by the International Programs to continuously improve the quality of the services that are offered (IIB-24).
**Self Evaluation**

The college is performing at expectations in this standard.

In this standard, the college has assured the quality of its student support services and has demonstrated that these services, regardless of location or delivery mode, enhance the mission of the college and support student learning.

**Actionable Improvement Plans**

None.

**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

a. **General Information**
   - Official Name, Address(es), Telephone Number(s), and Website (page ii)
   - Address of the Institution (page ii)
   - Educational Mission (page 5)
   - Course, Program, and Degree Offerings (pages 17-19, 22-25, 26-30, 51-84)
   - Academic Calendar and Program Length (pages ii, 108, 52-84)
   - Academic Freedom Statement (page 182)
   - Available Student Financial Aid (pages 101-102)
   - Available Learning Resources (pages 121-123)
   - Names and Degrees of Administrators and Faculty (pages 191-198)
   - Names of Governing Board Members (page 191)

b. **Requirements**
   - Admissions (pages 88-93)
   - Student Fees and Other Financial Obligations (pages 96-99)
   - Degree, Certificates, Graduation and Transfer (pages 18-20, 26, 33-46, 47, 48, 52-84, 104-107, 188)

c. **Major Policies Affecting Students**
   - Academic Regulations, including Academic Honesty (pages 83, 180, 182-185)
   - Nondiscrimination (page 186)
   - Acceptance of Transfer Credits (page 90)
   - Grievance and Complaint Procedures (pages 182, 186)
   - Sexual Harassment (page 187)
   - Refund of Fees (page 100)

d. **Locations or publications where other policies may be found** (pages 179-188)
Descriptive Summary

The college provides a precise and accurate catalog for students on an annual basis (IIB-11). All aspects of the catalog are thoroughly updated in the spring semester. Previously, the catalog was available to students during the month of July, which is after students begin registering for summer and fall classes. In the spring of 2011, the Office of Planning, Policy, and Assessment (OPPA) took over the catalog revision process and, working with Creative Services and the Faculty Senate’s Curriculum Committee, created a new revision and production timeline to facilitate an earlier delivery date.

The OPPA is responsible for the catalog content and for posting of all academic policies on the campus website. The Creative Services office is responsible for production, publication, and website postings. There is an online version of the catalog that can be accessed through Leeward CC’s public website (IIB-25). Furthermore, there is a mobile version that can be viewed on devices such as smart phones and tablet devices.

The process used to assure that the catalog is accurate starts with all faculty and staff, who are asked to contribute to the catalog. This ensures that it is a cooperative and inclusive process. A campus wide email is sent to division chairs, unit heads, and other appropriate individuals requesting a review of the previous year’s catalog and to offer edits. All curriculum and program changes are added to the catalog after they are approved through the curriculum approval process; therefore, only approved curriculum changes are added to the catalog. The OPPA cross-checks all submitted revisions and additions with Curriculum Central (IIB-26). All programs, certificates, and degrees in the current catalog have their program learning outcomes included. The revised catalog is again made available campus wide for final review and edits. In addition, a lead counselor reviews the revised catalog before publication, particular attention to curriculum. Checks and cross-checks are completed to correct errors.

All faculty and staff are given an opportunity to make suggestions to the catalog content.

The College Catalog 2011-2012 dedicates an entire page to explaining DE. Course delivery is described in three forms: televised/teleweb, two-way interactive video, and internet. The catalog page also details the differences between the face-to-face classroom and DE learning and the qualities of a successful student taking DE courses. All admissions policies, requirements, and fees are universal regardless of the location of instruction or whether instruction occurs on campus or by DE. In addition, all issues of academic freedom and student financial aid are applied universally regardless of the location of instruction, on campus or by DE.

The following policies are found in the policies section of the catalog and on the college’s website (IIB-11, IIB-27):

- Student Conduct Code
- Academic Dishonesty
- Financial Obligation to the University
- Academic Rights and Freedom
- Student Academic Grievance Procedures
- Educational Rights and Privacy of Students (FERPA)
- Information Technology Policy
- Academic Probation and Suspension Policy
• Policy of Nondiscrimination and Affirmative Action  
• Discrimination Complaints  
• Services for Students with Disabilities  
• Policy on Sexual Harassment  
• Graduation Participation Policy  
• Safe Zone  
• General Policy Involving Non-students  
• College Security  
• Graduation and Persistence Rates

All complaints and grievances from all students, including DE students, are made to the dean of student services, along with appeals for relief from deadlines and/or concomitant financial obligations incurred by students missing such deadlines. These are all processed by the student services program officer and/or the dean of student services. The dean has a complaint form posted on the college website, effective in 2010 (IIB-28).

In addition, in accordance with the Higher Education Opportunities Act of 2008, the college’s website contains information about the college’s accrediting body, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) and provides contact information for current and prospective students to file complaints with the ACCJC/WASC.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The timing of the catalog’s distribution had been late for students who register during the spring semester, so the college has addressed this concern by hiring an APT position to coordinate the catalog content and revise the timeline for the catalog preparation. The process continues to be reviewed for areas to improve and shorten the time for editing and updating. There are also issues with using Curriculum Central for the curriculum review process. If Curriculum Central is down or if approvals are not noted in a timely manner, then the review process is held up.

A new timeline for updating the College Catalog was created by the OPPA, enabling the review process to be conducted earlier and still allowing adequate time for all parties to review for accuracy and to get it to the students in a timely manner.

The catalog is effective and meets students’ needs.

Actionable Improvement Plans

None.
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. 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.

Descriptive Summary

The college has the largest service area of all of the UH community colleges. The Leeward district covers a region that contains almost a third (about 30.7 percent) of the state’s population, which in 2010 was estimated to be 1,360,301 residents.

The Leeward and Central O’ahu area, which stretches from Mākaha on the west to Wahiawā in Central O’ahu to Hālawa and Hickam on the east, has a population of about 417,429. The current percentage of Hawaiian/part Hawaiian students at Leeward, 26.1 percent, is higher than the percentage of Hawai’i residents who are Hawaiian or part Hawaiian, 22.2 percent (II.B.-29).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
<th>Total Leeward Students</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiians</td>
<td>22.2%</td>
<td>2,075</td>
<td>26.1%</td>
</tr>
<tr>
<td>Filipinos</td>
<td>35.0%</td>
<td>1,718</td>
<td>21.6%</td>
</tr>
<tr>
<td>Caucasians</td>
<td>35.3%</td>
<td>882</td>
<td>11.1%</td>
</tr>
<tr>
<td>Japanese</td>
<td>23.2%</td>
<td>644</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Table 60, Student Ethnicity

To address the needs of Leeward students, the college has provided additional support services to Native Hawaiian students, as noted in Standard II.B.1. Similar comprehensive services are provided to the Leeward CC Wai’anae campus through the Wai’anae program counselors and additional support provided by the Pearl City campus.

A primary principle of Leeward CC’s mission is Access. As a community college, Leeward CC is committed to an open door policy and receives students with diverse academic backgrounds and a variety of support needs. Students applying to Leeward CC are required to take the COMPASS placement test before registering for classes. In the fall of 2011, the placement of students showed an overwhelming need for developmental education classes. The percentage of students placing in adult basic reading or developmental reading was 43.1 percent. The percentage of students placing in adult basic writing or developmental writing was higher at 62.2 percent. And for math, the under preparedness of Leeward CC students is stunning with 79.3 percent being placed in adult basic math or developmental math (See Table 57, Placement in Developmental Courses).

To address the level of under-preparedness of students, Student Services has employed a number of methods for providing intrusive support to students. Some examples of new initiatives include mandatory NSO and initial advising for all students new to the college; fundamental instruction in the use of STAR for Students as a degree planning tool for students; intrusive counseling for students with demonstrated need for additional support; and alternative delivery methods to address students who are not readily available for in-person advising and counseling during regular work hours.
All plans for increased staff or redistribution of available staff are made through the APR process, for which data is provided to substantiate need. Needs in DE areas are addressed through the same process. Comprehensive descriptions of these student services can be found in Appendix IIB-A (Student Services’ Provisions) (IIB-30 through IIB-34).

The table below indicates all student support services and their accessibility for students regardless of location:

<table>
<thead>
<tr>
<th>Student Services and Support</th>
<th>Services Available at Pearl City Campus</th>
<th>Services Available at Wai’anae Campus</th>
<th>Services Available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advising and Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Job Prep Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Life Office</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bookstore</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>DE Support for Students</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 61, Availability of Student Support Services based on location

The college also identifies the learning support needs of its students through mid-semester surveys. For example, Student Services conducted a survey in which students were asked to determine if they felt that the NSO provided them with the resources needed to prepare them for their courses. According to the results of the survey conducted in the fall of 2011, 69.8 percent of those students who attended NSO Live and 47.1 percent of students who attended the NSO Online indicated that the orientation helped them prepare for their classes. In the survey, students were also asked to identify which student support services they would have liked to receive more information on, thus helping organizers improve the format of the orientation (IIB-35, IIB-36).

**Self Evaluation**

The college is performing at expectations in this standard.

The college uses institutional research to determine the learning support needs of its students and identify programs and services to address those needs. Students who take classes primarily or exclusively at Wai’anae have access to advising and counseling in a student to counselor ratio proportionate to that provided on the main campus. The means of providing feedback about the perceived quality of that service are identical to those available to students at the main campus. DE students have access to advising and counseling in the same manner as students taking all or most of their classes in person at either campus location. All students, regardless of location, can apply online, purchase textbooks online, have access to internet based email advising and Skype appointments, apply for financial aid online, and follow their degree progress through the internet-based STAR for Students system.

**Actionable Improvement Plans**

None.
II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**Descriptive Summary**

The college’s mission statement promotes personal development and community development for all students as part of their educational endeavors (IIB-11, page 5).

**Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

**Community Development:** To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others.

The college has an institutional learning outcome (ILO) of values, citizenship, and community and a general education outcome of cultural diversity and civics, which includes six academic skill standards (IIB-37, IIB-38).

**Values, Citizenship, and Community:** Our graduates, having diverse beliefs and cultures, are able to interact responsibly and ethically through their respect for others using collaboration and leadership. Our graduates are able to engage in and take responsibility for their learning to broaden perspectives, deepen understanding, and develop aesthetic appreciation and workforce skills.

**Cultural Diversity and Civics:** Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.

Academic Skills Standards include:

1. Enhance diversity and promote cross-cultural understanding.
2. Examine critically and appreciate the values and attitudes of one’s own culture and of other cultures.
3. Evaluate the ethics of select issues in relation to various groups and cultures.
4. Make informed and principled decisions with respect to individual conduct, the community, and the environment.
5. Appreciate common human bonds that encourage a sense of civic purpose and responsible citizenship.
6. Assume responsibility for one’s own creations, assertions, decisions, and values.

**Student Engagement**

Students can participate in a variety of civic opportunities through a diverse array of 23 student organizations registered with the Student Life office (IIB-39). These organizations range from academic, religious, social, and recreational organizations to support groups.

The Student Life office provides leadership opportunities for students through the Associated Students of the University of Hawai’i – Leeward CC (ASUH-Leeward CC) Student Government.
and the Budget and Finance committee (which are described in Standard IV.A.), the Student Activities Board (SAB), the NSO, and the Board of Student Communications.

The SAB enhances the college’s mission by providing student activities on the campus (IIB-40). The SAB provides approximately four to five events a month including educational events, entertainment, student talent showcases, and community building events. These events engage students with various interests and provide them with a connection to the college. In the fall of 2010, the SAB hosted the inaugural College Bash, a welcome-back event for students that drew approximately 600 students in four hours. The SAB retains approximately 50 percent of its members who have not graduated or transferred to another institution.

The Student Life office is actively involved in the NSO. Student leaders were first recruited in the spring of 2009 for the summer NSO sessions. Approximately 50 students applied for 12 positions. These NSO leaders attended mandatory training involving leadership building, team building, and scenario training. These student leaders led approximately 100 students in each NSO session. NSO has retained approximately 80 percent of the student leaders who have not graduated or transferred to another institution.

After a period of dormancy, the Leeward Board of Student Communications, facilitated by the student life coordinator (changed to full-time status in 2008) reinstated regular publication of Ka Mana’o in 2010 (IIB-41). Utilizing an accumulated fund balance in the student communications account, a full-time temporary administrative, technical, and professional (APT) position was created and filled. The hiring of this position allowed for publication of a high quality student magazine in print with an online format beginning in the fall of 2010. Students were recruited for membership on the publication’s staff, relying solely on volunteers unaffiliated with any journalism class.

The college also provides students with rich opportunities for aesthetic development. The Arts and Humanities division (IIB-42) offers performing arts classes in art, dance, digital media, drama, and music, and it also produces the yearly Semester of Shakespeare (IIB-43). The Leeward Theatre hosts 18 to 20 productions per year, including professional touring groups, college productions, and co-sponsored events (IIB-44).

**Leeward CC Wai’anae and Distance Education**

Leeward CC’s learning environment promotes personal and civic responsibility for all students, including those enrolled in DE programs and at Leeward CC Wai’anae. A lack of extracurricular activities was one area of improvement identified in the 2008 Community College Survey of Student Engagement (CCSSE) data for the Wai’anae campus. Therefore, in 2009, Leeward CC Wai’anae hired a full-time faculty member in a temporary position whose primary responsibility has been to improve student engagement at the Wai’anae campus through development of student activities and leadership initiatives. Since then, several student-led clubs have been established that have student as well as faculty participation. In addition, one of the counselors has been instrumental in bringing student activities and events to the Wai’anae campus revolving around domestic violence issues. In the fall of 2011, the UH-ASUH Student Government added a regular seat for Wai’anae students and the first Leeward CC Wai’anae student was elected.

Social media such as iLearn@Leeward, Facebook, Flickr, YouTube, Tumblr, Google+ and Twitter, as well as email and text announcements expands Leeward CC’s community to connect all students, especially DE and Leeward CC Wai’anae students who are not on the Pearl City campus (IIB-32, IIB-45 through IIB-50).
Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college implement a program for developing student leadership participation in decision-making processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #3: Student Support Services, for further discussion on the college’s response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it provides students with an environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

Actionable Improvement Plans

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling unit engages in assessment and program evaluation with the campus through the APR process (discussed in depth in Standard II.A.2.f.). Through this process, the Counseling unit has worked to develop and assess SLOs and administrative outcomes to provide data analysis to support needed changes in the unit.

Intrusive Counseling: The Maka’ala Program

One highly successful intervention is the Maka’ala Program, a program that grew out of the Early Alert Program. The Early Alert Program began with small segments of the student population in developmental education and some specific program areas. In 2011, the program was expanded significantly when it was opened up to all students and renamed the Maka’ala Program. This expansion was a deliberate decision in response to an increased urgency to promote student success under the umbrella of both the Student Success Committee and the self-generated intrusive counseling emphasis for improvement among the Counseling unit itself. Data indicated that fewer than two thirds of students on average were receiving grades of C or better in coursework regardless of program, and those students whose placement tests indicated they were least prepared for collegiate study were passing at less than half that rate. A recommendation to expand Early Alert to all programs was made by the Student Success Committee in the fall of 2010 and endorsed by the deans in the spring of 2011. By the fall of 2011, Maka’ala was offered in a more comprehensive and structured manner, with ease of access for making referrals a priority in its redesign. Currently, faculty are encouraged to include a statement in their syllabi informing students about this referral program (IIB-51, IIB-52).
The Maka’ala Program has been heralded throughout the system as an exemplary program. Presentations of its design and implementation have been made at several conferences, and the program recently won the Wo Learning Champions 2011-2012 “Change Agent” award which recognizes excellence and innovation in teaching or service delivery within the UHCC (IIB-53, IIB-54).

**Mandatory New Student Orientation and Initial Counseling**

In the fall of 2010, the Counseling unit identified four priority areas to provide improved service. One of the priorities was the implementation of mandatory NSO and mandatory initial advising for all students new to the college. The mandatory NSO is conducted through the summer in collaboration with Student Life, Academic Services, and instructional faculty.

The college’s participation with other UHCC campuses in the Achieving the Dream initiative (IIB-55) spurred interest in mandating NSO. Incentive funding from the system office encouraged campuses to become involved in efforts supported by Achieving the Dream data and practices. In 2011, nominally mandatory attendance became truly mandatory with the imposition of a “pin” on a new student’s account such that the student could not register for classes without a counselor removing that pin subsequent to an initial advising session. Starting in the fall of 2012, the NSO group will enhance NSO Online to include more information on counseling and to have all handouts used in NSO Live available via the web. Furthermore, the team is looking to have pieces of the Live version, such as campus tour, faculty meet and greet, and Laulima tutorial, available in a similar interactive format for students participating in the online version.

Data from the assessment of the evolving NSO scenario was collected and reported to the Achieving the Dream funders at UHCC system and was used to plan improvements in the evolution of NSO and mandatory initial advising, fully implemented for the first time in the fall of 2011. Initial data suggest that students who attend NSO have slightly higher success rates at the conclusion of their first semester and significantly improved persistence rates compared to historical averages.

Other initiatives in Advising and Counseling include the following:

- Assessment of Counseling SLOs
- Program Counselors
- Scheduling and Reporting System (SARS)
- STAR for Students
- Team C.A.R.E.
- New Hire Counselor Training
- Counseling Evaluation Team (CET)
- Weekly Counseling Faculty Meetings
- Alternate Delivery Methods

An in-depth description of each of these improvements can be found in Appendix IIB-B (Counseling Initiatives) (IIB-13, IIB-14, IIB-15, IIB-33, IIB-51, IIB-52, IIB-56, IIB-57, IIB-58).
**Self Evaluation**

The college is performing at expectations in this standard.

Most notably, Counseling has been successful in using the results from the assessment of SLOs to make improvements, such as instituting intrusive counseling through the Maka'ala Program and “No Show” list; a mandatory NSO and initial advising; the use of SARS and STAR for Students; the creation of Team C.A.R.E.; training for newly hired counselors, the Counseling Evaluation Team; and weekly counseling faculty meetings, which have resulted in such efforts as alternate delivery methods for student services.

**Actionable Improvement Plans**

None.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary**

The college creates a campus environment that supports students in their appreciation of diverse cultures and attitudes. These priorities are reflected in the college’s mission statement; ILO of values, citizenship, and community; general education outcome of cultural diversity and ethics; and the specific requirements in the AA degree. See Standard II.B.3.b. for an extended discussion on the college’s mission and referenced ILOs and general education outcomes.

Students receiving an AA degree, in both face-to-face and DE formats, have a foundations requirement of 6 credits in global and multicultural perspectives. Global and multicultural perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses involves the indigenous cultures of Hawai‘i, the Pacific, or Asia (IIB-59).

In addition, there is one focus course requirement in Hawaiian, Asian, and Pacific issues. These courses focus on issues in Hawaiian and Asian or Pacific cultures and history, and they promote cross-cultural understanding. Courses fulfilling this requirement are offered in departments across the curriculum (IIB-60).

Students are exposed to diverse cultures through initiatives of International Programs (IIB-5), such as the English Language Institute (ELI) (IIB-61) and study abroad programs (IIB-62). The ELI, which offers intensive English training, attracts international students from over 26 countries, providing a rich cultural diversity on campus and opportunities for our students to interact with students from around the world. Study Abroad programs provide students with opportunities to gain first-hand knowledge and appreciation of cultures by traveling to and studying in another culture.

Students also have the opportunity to participate in a wide-range of student clubs that include the Gay Straight Alliance, the Bahai Interfaith Club, the Catholic Club Campus Ministry, the Every Nation Campus Ministries, the Japan Circle, the Kahiau Hawaiian Club, and the Pacific Division Club (IIB-63).
The diversity programs aforementioned are available to all students whether they are face-to-face learners or DE learners.

**Self Evaluation**

The college is performing at expectations in this standard.

The college has demonstrated that student understanding and appreciation of diversity is encouraged through its many programs and services, such as the requirements of the AA degree.

**Actionable Improvement Plans**

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Descriptive Summary**

The college admits any applicant who is a high school graduate or is at least 18 years old. Once admitted, the college uses the computerized-adaptive placement assessment and support system (COMPASS) tests for placement of all students regardless of intended course enrollment, including those in DE courses (IIB-64). COMPASS was selected as the mandatory placement tool for the UHCC system in 1998; their tests are published by American College Testing (ACT) and are administered via personal computer. The ACT, whose staff and external consultants review these test items for soundness and fairness, controls placement test bias. Before COMPASS was released, additional fairness reviews were conducted by focus groups with representation from the following groups: African Americans, Asian Americans, Hispanic Americans, Native Americans, and women.

A system wide review of cut-off scores took place in 1998, and subsequently new testing procedures were put into place. The current COMPASS cut scores have been in place since the spring of 2006 (IIB-65). The validation of the testing and cut scores occurred when the UHCC system used ACT’s Course Placement service to recommend the changes in cut scores. The office of the vice president of community colleges is considering if a new validation is necessary.

The cost of the first testing session (proctoring and test) is free to all applicants; however, originally the student could not retest for 60 days. As a result of the continuing system wide review and study of COMPASS cut-off scores and procedures, the UHCC Placement Advisory Working Group recommended to the UHCC vice chancellors for academic affairs that the mandatory 60-day wait period be rescinded to allow a student to retest without a wait period. As of July 15, 2010, a policy change was implemented to allow a student to retest on request if they pay a $25 retest fee (IIB-66, IIB-67).

At Leeward CC, representatives from the Math and Sciences and Language Arts divisions and Student Services also review the process, and minor adjustments may be made as needed. Students who live on the neighbor islands are able to take the COMPASS test at their local community college. Leeward CC Wai’anae has COMPASS testing available on site. The campus COMPASS Committee has met on a semester basis since the fall of 2009.
Students have the ability to request enrollment into a course above the placement test recommendation with instructor approval. In addition, many courses have a prerequisite requirement. Students may bypass the prerequisite requirement with instructor approval.

**Self Evaluation**

The college is performing at expectations in this standard.

Leeward CC utilizes slightly different cut scores than its sister colleges in math, reading, and writing, so a campus review of current cut scores and effectiveness of student placement might be beneficial.

**Actionable Improvement Plans**

None.

**II.B.3.f. 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.**

**Descriptive Summary**

The college’s office of Admissions and Records maintains student records that are permanent, accurate, and complete. All academic records are confidential and all are carefully secured against fire or theft. The records are retained according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Access to the Admissions and Records offices is limited to authorized personnel only, and files are maintained in locked, fire-resistant cabinets when the files are not in use by office staff. Older records are secured in a basement area, removed from the active files. The campus has allocated resources to explore the conversion of student records to a digital format, with a target implementation of 2013-2014. AACRAO compliance is the purview of the registrar, as well as the dean of student services.

Policies and procedures regarding the release of student information are clearly stated in the College Catalog and the college website (IIB-27). In all activities that involve private information, every effort is made to comply with the Family Educational Rights and Privacy Act of 1974. Forms to request transcripts are available at the office of Admissions and Records and online. The Admissions and Records office does not release official information without a written signature from the student authorizing release. Students may access unofficial transcripts online using their UH user names and passwords. These unofficial transcripts may be used for advising purposes and for transfers within the UH system.

The college has further increased personal security for students by discouraging the use of a student’s social security number as the student’s identification number on student forms. Instead, the college issues each student a computer-generated Banner I.D. number when the student is admitted into the college. During the 2011-2012 academic year, the UH system devised a Banner mechanism for covering social security numbers within Banner screens, implemented at all campuses.
Leeward CC’s Admissions and Records office has created a practice manual for all of its employees to codify routines and procedures. While this document is intended primarily as an instrument for assuring consistency and quality in actions related to the application processing and residency determination, the standardization involved produces a corollary effect of enhancing the objectivity of all decision-making related to the acceptance process. These processes and procedures are uniform regardless of the ultimate location of courses registered for by an admitted student, whether in traditional classrooms or in DE.

**Self Evaluation**

The college is performing at expectations in this standard. Staff, faculty, and students who handle sensitive information receive training on how to do so. Access to information is on a need-to-know basis. Policies regarding the release of student records are published and clearly stated.

**Actionable Improvement Plans**

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Descriptive Summary**

The Student Services units of Leeward CC engage in several means of evaluation. The primary tool for evaluation is the APR, to which each unit contributes information (II.B-28). The APRs are required by the college to be completed annually. Unit heads complete the APR with the assistance of and contributions from members of their unit.

All units receive data gathered from Banner to review and analyze as part of their APR. Requests for information are processed through the OPPA as needed and complemented with data generated in-house by respective units regarding scheduling and process counts.

Student Services is also required to submit a program review for the UHCC system annually. This program review is part of the APRD (II.B-22). The deans and/or vice chancellors of student services agree on common metrics to use in the ARPD to evaluate demand, effectiveness, and efficiency. In addition to the common metrics, the unit is required to provide a narrative analysis in the report.
In addition, all units have completed and are assessing student learning outcomes (SLOs) as listed on the next page:

<table>
<thead>
<tr>
<th>Student Services Unit</th>
<th>SLOs</th>
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<tbody>
<tr>
<td>Admissions and Records</td>
<td>The Admissions and Records office provides multi-modal application methods so that students can apply to Leeward CC.</td>
</tr>
<tr>
<td>Advising and Counseling</td>
<td>The Advising and Counseling unit provides an Early Alert program so that students can choose success strategies needed to achieve academic and college success. The Advising and Counseling unit provides a NSO so that students can identify student support services.</td>
</tr>
<tr>
<td>Financial Aid Office (FAO)</td>
<td>The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Pell Grants. The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Loans.</td>
</tr>
<tr>
<td>Job Prep Services</td>
<td>Job Prep Services provides one-on-one resume assistance so that students will be able to create a professional resume. Job Prep Services provides online career resources so that students can access career information.</td>
</tr>
<tr>
<td>Recruitment</td>
<td>The Recruitment office provides information about college so that prospective students can identify the benefits of college. The Recruitment office provides application assistance so that prospective students can apply to Leeward CC.</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>The Health Center provides health clearances so that students can enroll at Leeward CC. The Health Center provides low cost immunizations so that students can prevent acquiring communicable diseases.</td>
</tr>
<tr>
<td>Student Life</td>
<td>The Student Life office provides leadership training and opportunities so that the students can demonstrate “soft” skills. The Student Life office provides educational and social events so that the general student body can actively engage in the campus community.</td>
</tr>
<tr>
<td>TRIO/Upward Bound Program</td>
<td>The Upward Bound Program provides SAT/ACT tutoring so that students can increase their scores on the respective tests. The Upward Bound Program provides scholarship essay writing assistance so that student can complete scholarship applications.</td>
</tr>
</tbody>
</table>

Units use SLOs to determine the metrics to be evaluated. Job Prep Services uses a rubric to assess a random sample of resumes and tallies the number of students using online career assistance systems to determine if outcomes are being met. The Student Life unit uses surveys at student events and meetings to determine if outcomes are being met. Beginning with campus wide service unit training in September 2011, a number of Student Services units have begun using administrative outcome measures in place of, or in addition to, SLOs in order to evaluate unit effectiveness.
The Counseling unit is the most robust unit in assessing its SLOs. The unit has a Counseling Evaluation Team, which conducts focus group meetings with a group of randomly selected students to determine student satisfaction with advising and counseling services. In addition, counselors meet regularly with the division assessment representative to ensure the unit is on track and working towards meeting the SLOs. (For a further discussion of these efforts, see Standard II.B.3.c.)

Some of the units also collect other types of data to evaluate their performance. The most frequently used evaluation tool is the student satisfaction survey. The frequency of data collection varies by unit, most often occurring after a particular activity, to provide continuous feedback. The Financial Aid, Counseling, Recruitment, Health Center, and Student Life units have students, prospective students, or clients complete a survey after each contact (workshop, appointment, service) to determine satisfaction with services received. This data is continuously reviewed to determine if and where improvements to service delivery need to take place. In the Counseling unit, all counselors are responsible for collecting survey data. In other units, either the unit heads or some of the staff are responsible for collecting survey data.

In the fall of 2010, the dean of student services initiated a campus wide student survey (both online and in hard copy) to determine the level of student satisfaction with each of the following areas of Student Services: Admissions, Records, Financial Aid, Cashier, Advising and Counseling, Student Life, Student Health Center, Job Prep Services, Recruiting, system issues, and Student Services in general (IIB-69, IIB-70). Survey questions were vetted through Student Services unit heads and modifications made at their suggestion. Some areas that impact students in registration, payment, and other processes were not directly under the control of unit heads within the student services area; however, because they were of potential importance to students as consumers of our services, they were surveyed. The results of this survey were shared with each unit. These results informed discussions by the unit heads of Student Services area, and discussions between each unit head and the new dean as a means of identifying areas for improvement. The survey was repeated with slight modifications in the fall of 2011 with summative data and comments shared with unit heads and administrators and made publically available on the college’s website (IIB-71).

To prepare for the submission of the ACCJC’s College Status Report on Student Learning Outcomes Implementation in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for student learning and support activities as of the end of the spring semester for 2012 (May 11, 2012):

Student Learning and Support Activities

a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 29

b. Number of student learning and support activities with defined Student Learning Outcomes: 25
   Percentage of total: 86%

c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25
   Percentage of total: 86%

Leeward CC also participates in the CCSSE. In the spring of 2010, results showed that Leeward CC improved significantly in all five benchmark scores (IIB-72, IIB-73). The benchmark that is directly related to Student Services is “Support for Learners.” Periodically CCSSE scores are used in program review, and some outlier scores will occasionally draw attention to particular matters.
of expressed concern; however, the college does not yet systematically review the results of biennial CCSSE survey processes to inform significant internal efforts.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessment in the support areas (IIB-74). The following is a summary of the discussion based on facilitators’ notes:

For this topic, there seemed to be a lot of discussion about closing the loop. Participants were interested in getting feedback from students and alumni, and they questioned whether the college receives representative feedback from these groups. Some support areas have surveys available that they would like to use to get feedback from clients, but these are not always distributed, as they do not know how to get the surveys out.

There was a suggestion to train people in the various units on how to collect data and what kind of data to collect. There was also a need to understand how to measure the data effectiveness. One recommendation was to provide models of units that have been successful in using data to improve services.

It was also suggested that there should be dialogue between support areas on their assessment methods, processes, and results. It would be helpful if units shared how they were assessing performance and using that information to improve.

There was a request for formal training for faculty and staff involved in the APR. Faculty and staff would like training on creating outcomes, assessing outcomes, and analyzing the data collected from those outcome measures. It was also recommended that information on SLOs and assessment be provided in one accessible location.

The need for more direction from administration came up several times. Participants felt that although units are given latitude to develop their own methods and measures for assessment, they need guidance on which measures to use and how to analyze the data.

DE students voluntarily participate in the Improving DE Courses Survey every semester. Data collected from the spring of 2008 until the fall of 2010 shows how satisfied students were in regard to the following student support services: application process, registration process, financial aid process, and academic advising resources (IIB-33). During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of DE support services (IIB-74). The following is a summary of the discussion based on facilitators’ notes:

For this topic, participants felt that a systematic process is needed to ensure student support services are of high quality and comparable to face-to-face services. There is a concern that Student Services may not have the skills to perform these services electronically. It was suggested that the college prequalify students or have prerequisites before allowing students to take online classes, develop and implement a system-wide coordination plan, require online students to have counseling and advising, ensure a certain DE student to counselor ratio, and provide more information about distanced learning services to instructors (so can point students in correct direction for help/resources).
The DE strategic plan that the DE Committee developed in the spring of 2012 (IIB-75) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #2: Instructional Programs, for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The Student Services unit uses multiple means of assessment to determine its effectiveness at meeting the needs of students. The college is working towards regular surveying of students and using results of the surveys that are in place to make improvements to student services.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for student support services.

Actionable Improvement Plans

### Standard II.B. Appendices

**Appendix IIB-A (Student Services’ Provisions)**


**Appendix IIB-B (Advising and Counseling Initiatives)**


### Standard II.B. Evidence

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<th>Services for Students</th>
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<td>Institutional Plan 2009-2010, see Instructional Priorities</td>
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<td>APR Template, Student Services, 2010-2011</td>
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<td>STAR for Students</td>
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<td>IIB-21</td>
<td>Distinguished Cultural Speaker Series</td>
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<td>IIB-22</td>
<td>UH System Annual Program Review of Data (ARPD)</td>
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<td>Student Exchange and Visitor Program (SEVIS)</td>
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<td>IIB-25</td>
<td>Leeward CC Catalog Webpage with Current and Archived Catalogs</td>
<td><a href="http://www.leeward.hawaii.edu/catalog">http://www.leeward.hawaii.edu/catalog</a></td>
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<td>IIB-26</td>
<td>Curriculum Central (Login Needed)</td>
<td><a href="http://curriculumcentral.its.hawaii.edu:8080/central/core/cas.jsp">http://curriculumcentral.its.hawaii.edu:8080/central/core/cas.jsp</a></td>
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<td>IIB-27</td>
<td>Student-Related Policies</td>
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<td>Veteran Administration Benefits</td>
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<td>iLearn@Leeward Website for DE Students</td>
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<td>iLearn@Leeward Social Networking Community</td>
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<td>iT each@Leeward Homepage with DE Student Satisfaction Survey Results</td>
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<td>IIB-34</td>
<td>Student Health Center Brochure</td>
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<td>NSO Live Online Survey Results, Fall 2011</td>
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<td>Leeward CC Institutional Learning Outcomes (ILOs)</td>
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<td>IIB-40</td>
<td>Student Activities Board</td>
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<td>Ka Mana`o Student Publication</td>
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<td>The Arts, Leeward CC Website</td>
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<td>Semester of Shakespeare</td>
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<td>IIB-44</td>
<td>Leeward CC Theatre</td>
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<td>Leeward Community College, Facebook</td>
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<td>Leeward CC's Photostream, Flickr</td>
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<td>Leeward Channel, YouTube</td>
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<td>@LeewardCC, Twitter</td>
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<td>Maka`ala Program, Leeward CC Intranet (Login Needed)</td>
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<td><a href="http://intranet.leeward.hawaii.edu/makaalaprogram">http://intranet.leeward.hawaii.edu/makaalaprogram</a></td>
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IIB-52  Student Success@Leeward: One Year Later, Convocation Fall 2011 Presentation

IIB-53  Wo Learning Champions, 2011-2012 Winners
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IIB-54  Chancellor’s Email, Wo Learning Champions Change Agent Award

IIB-55  UHCC Achieving the Dream Initiative
http://hawaii.edu/offices/cc/dream.html

IIB-56  STAR Degree Planning
http://www.leeward.hawaii.edu/STAR-degree-planning

IIB-57  STAR for Students Overview

IIB-58  Team C.A.R.E., Leeward Intranet (Login Needed)
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IIB-59  AA Degree Requirements
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IIB-60  Hawaiian, Asian, and Pacific Issues Focus Information
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IIB-62  Study Abroad Programs
http://www.leeward.hawaii.edu/studyabroad

IIB-63  2011 Registered Student Organizations
http://emedia.leeward.hawaii.edu/studentlife/og

IIB-64  COMPASS Placement Testing Information
http://www.leeward.hawaii.edu/compass-testing

IIB-65  Memorandum to UHCC Chancellors,
Implementing the Agreed Upon Compass Test Practices

IIB-66  UHCC Retesting Policy dated May 3, 2010

IIB-67  UHCC COMPASS Test Proctoring Services and Standardized Fee dated June 30, 2010

IIB-68  Annual Programs Reviews (APRs), DocuShare
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93
IIB-69  Student Services Satisfaction Survey (Online Version)
https://emedia.leeward.hawaii.edu/limesurvey/index.php

IIB-70  Student Services Satisfaction Survey (Paper Version)
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27177/Student_Ser-
vices_Satisfaction_Survey_Hard_Copy.pdf

IIB-71  Results of the 2011 Student Services Satisfaction Survey
http://www.leeward.hawaii.edu/node/801

IIB-72  “CCSSE Scores Improve,” Leeward CC News
http://www.leeward.hawaii.edu/news-CCSSE

IIB-73  CCSSE Comparison for UHCCs 2008 and 2010
2010%20data%20and%202008%20comparison%20LCC%20PC.pdf

IIB-74  Convocation Roundtable Summaries Spring 2012

IIB-75  DE Strategic Plan
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Leeward CC provides many learning support services, including the library, the Learning Resource Center (LRC), the Educational Media Center (EMC), and the Information Technology Group (ITG). The dean of academic services is responsible for all these learning support services in addition to the Innovation Center for Teaching and Learning (ICTL) and the Theatre. Student learning is also supported through the Math Lab, which is a part of the Math and Sciences division.

The Academic Services unit engages with the campus through the Annual Program Review (APR) process (discussed in depth in Standard II.A.2.f.). As part of this process, each instructional division provides feedback regarding support services needed for students to enhance student learning. Academic Services uses this feedback as part of its unit analysis to guide discussions on priorities for the unit (IIC-14).

In addition to the APR, the college reviews the results of the Community College Survey of Student Engagement (CCSSE) to determine sufficiency of learning support services (link to evidence). In the 2010 CCSSE survey, Leeward CC’s mean for frequency, satisfaction, and importance of tutoring services was higher than the mean for similar sized colleges. For computer labs, the college’s mean for frequency was statistically lower than the mean for similar sized colleges. This result may be the impact of computer laptops being available for checkout in the library. The college’s mean for importance of services for people with disabilities was statistically higher than the mean for similar sized colleges.

A table of services provided at the Pearl City campus, Wāʻanae campus, and online is located in Standard II.C.1.c.
II.C.1.a. 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 of the institution.

**Descriptive Summary**

Each of the learning support services engages in dialogue with faculty to ensure the educational equipment and materials are appropriate and supportive of student learning.

**Library**

The library supports and promotes teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote the effective use of scholarly information (IIC-1). The library accomplishes this by continually developing its collections, applying technology to enhance access, and implementing information literacy instruction with the input of faculty. Each of the librarians is assigned to specific instructional divisions and is responsible for engaging in ongoing discussions with the faculty from that division on needed resources.

The library's scholarly materials include books, periodicals, online resources, and audiovisual media as part of five collections with general and special access guidelines. As of July 2011, the library held 71,057 print monographs, 147 print serial subscriptions, 1,571 audiovisual items, and 5,607 microforms. Available online through the library’s subscribed databases are 81,542 e-books and 21,386 journal titles. The library’s overall holdings currently exceed the National Peer Median as reported by the Association of College and Research Libraries.

A complete listing of the library’s equipment and materials can be found in Appendix IIC-A (General Library Equipment) and Appendix IIC-B (Library Materials).

**Learning Resource Center**

The LRC provides learning support including tutoring and workshops to promote development of writing, technology, and learning skills as well as mastery of academic subjects. In addition, the LRC provides students a computer lab that includes desktop computers, laptops, printers, and other peripherals. The LRC provides handouts, reading skills materials, CD-ROMS, and other instructional materials provided by instructors. A complete listing of the LRC’s physical facility can be found in Appendix IIC-C (Learning Resource Center’s Physical Facility).

To support DE as well as on-campus students, the LRC has two websites: the Learning Resource Center (IIC-2) and the Writing Center (IIC-3). Both include links to success skills resources; the LRC site includes a resources page specific to DE success. Some LRC handouts are available online. The LRC site also offers 42 streaming videos on success skills topics.

The Writing Center’s website was created by writing consultants in summer 2010, and it includes links to information regarding writing guidelines from peer institutions and original video podcasts on college success skills such as taking notes, using the UH portal, and vocabulary building. Traditional and DE students alike may take advantage of these resources. Other links include streaming videos of past Success Connection workshops.

As a service of the LRC, the Kākoʻo ‘Ike (KI) program provides a range of support functions for students with disabilities (IIC-4). KI’s support services and programs enable students with disabilities to maximize their independence. The office has over 60 free informational handouts related to disabilities and strategies for success in college.
The Learning Resource Center hosts bi-annual LRC advisory board meetings of faculty and staff to solicit input on its programs and services.

**Math Lab**
Under the direction of the math discipline in the Math and Science division, the Math Lab is a resource for students enrolled in math courses and those classes using math at Leeward CC. The Math Lab provides access to software and computer-based tutorial programs and worksheets to supplement instruction (IIC-5). A complete listing of the Math Lab’s materials can be found in Appendix IIC-D (Math Lab Materials).

The Math Lab supports DE students through the use of different software for various courses: ALEKS for Math 18 and Math 82 students, WileyPlus for Math 103, Math 205, and Math 206, and MyLab (IIC-6) for all classes for online learning and assignment assistance. Online tutoring is offered via Smarthinking (IIC-7).

An advisory committee that includes faculty, student help, and APT personnel also provides suggestions and guidance on services rendered.

**Educational Media Center**
The EMC provides support for teaching and student learning through the integration and use of various media and technology. The unit is made up of the Copy Center, Distance Education (DE), Educational Technology, Intec Services, and Video Production (IIC-8).

Through the DE site, iLearn@Leeward, DE students receive information about enrollment and attendance as well as hardware and software requirements (IIC-9). There is a readiness quiz made up of questions prospective students should address before enrolling in an online class. There are also links to counseling, tutoring, library, and student success resources. Information technology needs are addressed via the “Request Assistance” link in the Laulima course management system.

**Information Technology Group**
The ITG provides a supportive information technology environment for student learning through its operation and maintenance of the College Computing Labs, Networking, the Help Desk, and the Test Center (IIC-10).

The College Computing Labs are open to any registered student in the UH system (IIC-11). On the Pearl City campus, there are 22 PC computers dedicated to lab use at all times in BS 109. There are also two Macintosh classrooms in BS 103 and BS 104 with 20 computers available for open lab between scheduled classes. On the Leeward CC Wai‘anae campus, there is one PC lab available for open lab between scheduled classes.

Along with COMPASS placement testing, the Test Center offers 26 hours per week of online proctoring services for DE students (IIC-12). There are 20 computers available in BE 227 for students who can be tested in person.

**Leeward CC Wai‘anae**
Leeward CC Wai‘anae had developed a system for requesting library materials for students, requiring that Leeward CC Wai‘anae staff pick up and return library books on the students’ behalf. Beginning in the fall of 2011, library staff set up regular hours at the Wai‘anae campus on a biweekly basis to make themselves more accessible to students who only attend classes at Leeward CC Wai‘anae.
The Wai‘anae campus has five distinct spaces for students to study and receive academic support (II.C-13). The Study and Testing Center (STC) on the second floor includes student workspace and a computer testing room with eight desktop computers. Twenty-five Dell laptops are also available for loan. Handouts on various topics such as handling test anxiety, taking notes and study techniques are available in the STC. Various learning skills workshops are offered throughout the year.

There is also a quiet study center on the first floor that includes student workspaces, workspace for visiting library and KI staff, and the student activities office. It is equipped with a laptop cart with 25 Dell laptops as well as one desktop computer.

The Writing Lab is a small computer lab in room four on the second floor. It consists of student workspaces with five desktop computers as well as two Language Arts instructor offices. It is adjacent to the Language Arts classroom, which also is equipped with a laptop cart with 25 Dell laptops. The Writing Lab is open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m.-6:00 p.m.

Leeward CC Wai‘anae has its own Math Lab. The Math Lab is a large classroom on the first floor that consists of movable tables that are configured to provide maximum student workspace. It currently provides ten desktop computers and 25 laptop computers for students to use the ALEKS software. All computers are equipped with Mathematica and ALEKS software. The lab also provides graphing software and scientific calculators.

There is also a computer lab in classroom two that has 17 desktop computers for student use.

**Self Evaluation**

The college is performing at expectations in this standard.

The library and learning support services provide sufficient education equipment and materials to support student learning, taking into consideration location and delivery format. Both the library and LRC have space and computer needs that are reflected in the APR process, and the library has also indicated print resource needs. In addition, there is a stronger emphasis on the use of data, and all areas are using the OPPA more frequently as a source of data.

**Actionable Improvement Plans**

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**

Leeward CC’s library has developed an information literacy program that provides instruction to students. The program was created with support area student learning outcomes (SLOs) in mind. The first SLO is “The student will evaluate information and its sources critically.” The second SLO is “The student will use researched information to complete course assignments.”
The library meets the first SLO because of its implementation of the Information Literacy program (IIC-14). The program includes online tutorials that target English 22 students (IIC-15) and English 100 students (IIC-16). In conjunction with the tutorials, online exams administered through Laulima, assess students’ ability to evaluate information and information sources critically. Students receive two opportunities to pass the exam. If they do not pass after the second attempt, they must receive individual tutoring from a librarian before taking the exam again. Librarian-led instructional sessions, tailored to faculty members’ needs, are also offered for individual classes.

The exam for English 22 is a tool to achieve this outcome for that course, “Incorporate appropriate source material.” Although there is no requirement to utilize this exam, most instructors have their students complete the exam. The English 100 exam serves as a tool to achieve the following English 100 SLO: “Compose complex and well-reasoned texts that incorporate source material appropriately.” All English 100 instructors include the Information Literacy Tutorial and Exam statement in their syllabus and require successful completion of the exam as a requirement for all English 100 students.

In terms of meeting the library’s second SLO, reference services are available to assist students in utilizing library tools. From the fall of 2009 through summer 2010, 642 English 22 students took the Information Literacy Exam, and 95.6 percent achieved a passing score of 70 percent or higher. A total of 1,538 English 100 students took the exam, and 98.3 percent achieved a passing score of 72 percent or higher.

The instructional librarian consults with Language Arts division faculty to develop and improve the Information Literacy Exam tutorial and exams. Based on faculty feedback, the English 22 tutorial was revamped in the spring of 2011 to improve its design and ease of navigation. The English 100 tutorial was revamped in 2009 to incorporate more interactive tools to facilitate student learning. In addition, the English 100 tutorial was further revised in 2011.

Librarians from the Pearl City campus go to the Wai’anae campus to provide information literacy sessions to the English 22 and English 100 classes each semester. In addition, the English 22 and English 100 Information Literacy Exam tutorials are available online through the library’s home page (IIC-1). Students access the exams remotely through the online Laulima course management system. DE students may request individualized assistance from a librarian through phone, email, and online chat.

**Self Evaluation**

The college is performing at expectations in this standard.

The library has a strong information literacy program that is tightly integrated with English 22 and English 100. The librarians continue to encourage the use of online tools for information literacy in other areas of instruction. The library is also developing a new website for the information literacy program, which will be linked to the library’s home page. This site will further support the needs of online students.

In addition, the library continues to expand its use of online, social media tools to provide additional support for students in information literacy and access to library resources.

**Actionable Improvement Plans**

None.
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

Leeward CC's library and learning support programs provide students and appropriate personnel with adequate access to learning support services. These services are provided at multiple locations and through multiple means of delivery as indicated in the table below.

<table>
<thead>
<tr>
<th>Academic Services and Support</th>
<th>Services Available at the Pearl City Campus</th>
<th>Services Available at the Wai'anae Campus</th>
<th>Services Available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Desk</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>KI Office (disability services)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning Resource Center (tutoring services)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Math Lab (tutoring services)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Test Center</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Library**

The library is open Monday through Thursday from 8 a.m. to 7 p.m. and Friday from 8:00 a.m. to 3:00 p.m. During the summer session, the library is open Monday through Thursday from 9:00 a.m. to 5:30 p.m. and Friday from 9:00 a.m. to 3:00 p.m. All students including DE students can remotely access the library’s collection through the Hawai‘i Voyager online catalogue ([IIC-17](#)), a variety of electronic periodical databases and selected relevant websites. Students, faculty, and staff can use the library’s reference service both face-to-face and remotely, via email, phone, and online chat. Guides to the library’s databases are also accessed online through the library’s home page ([IIC-1](#)). The library’s website is always available, including the online catalog, which provides access not only to the library’s catalog, but to electronic books as well. In addition, patrons have continuous access to all of the library’s online databases (with verification of Leeward CC status), as well as access to reference help through email, phone, and online chat.

DE students do not have access to print materials (books) unless they can go to a UH system library location or the Leeward CC Wai’anae campus; however, articles can be sent through PDF and other media.

According to the fall of 2010 survey of library patrons, out of approximately 200 surveys, over 30 percent of the patrons use the library more than four times a week ([IIC-18](#)).

**Learning Resource Center**

The LRC is located on the Pearl City campus and is open Monday to Thursday from 8:30 a.m. to 4:00 p.m. and Friday from 8:30 a.m. to 2:00 p.m. “After-hour” tutoring by appointment is available Tuesday and Wednesday from 4:00 p.m. to 6:00 p.m. During the spring semester for 2011, students could access LRC tutoring services at the LRC or through the Online Writing Assistance Program ([IIC-20](#)), which enables students to meet with a writing consultant for live online tutoring via Skype during the above hours as well as Tuesday and Wednesday from 7:00 p.m. to 9:00 p.m. and Sunday from 5:00 p.m. to 9:00 p.m. Phone tutoring for writing classes is available by appointment. LRC writing consultants work with students in writing classes and
other classes for which writing is assigned through the In-Class Workshop program. This program won the Wo Innovation Award in 2009 (IIC-21). Since the fall of 2010, science tutoring has been offered in labs for chemistry, biochemistry, and anatomy and physiology. These services have also been well-utilized, as the students can ask the tutors for “just-in-time” help without needing to make an appointment or visit another location.

Content tutoring is also available in the LRC for a wide range of courses including many sciences, languages, psychology, logic, accounting, and computer skills. The Math Lab, discussed below, provides math tutoring. LRC tutoring appointments can be made in person, by phone, or online. Online tutoring (via Skype) for selected content subjects through the LRC was implemented in summer 2011 (IIC-19). Tutoring services are also available on the Wai‘anae campus.

Smarthinking is a commercial service that provides online tutoring in a variety of subjects including writing and math, and, through a contract with the college since 2008, it is available to all Leeward CC students, including Wai‘anae and DE students (IIC-7). Experience has shown that this service is generally instructor-driven; that is, students are most likely to access it when an instructor requires or recommends it to them. At present, students can access Smarthinking through a special webpage linked to the LRC and Math Lab home pages or via a link from their myUH site.

The KI office, a subunit of the LRC, serves students with documented disabilities. KI consulting services are available on the Pearl City campus Monday through Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 a.m. to 3:00 p.m. and on the Wai‘anae campus on a regular basis. KI also has a website (IIC-4).

Math Lab

The Math Lab’s services include walk-in tutoring, make-up examinations, software and computer-based tutorial programs, and worksheets to supplement instruction. The Math Lab hours of operation are Monday to Thursday from 8:30 a.m. to 7:30 p.m. and Friday from 8:30 a.m. to 3:00 p.m. (IIC-5).

Educational Media Center

Housed in the EMC, the DE coordinator is a full-time faculty position to support DE courses and programs. Students enrolled in DE classes have access to a variety of services through the college’s website (IIC-22):

- Enrollment services: assessment, advising, admissions, registration, orientation/college success, records
- Financial services: financial aid, scholarship and grant information and assistance, veterans’ services
- Student development: career exploration, career decisions, employment, internships, counseling for career, academic concerns and personal issues, equity and diversity, differently-abled student services, testing, tutoring, health
- Student life: student government, clubs, bookstore, athletics, bookstores, transportation

Through the DE site, iLearn@Leeward, DE students receive information about enrollment and attendance as well as hardware and software requirements (IIC-9). There are also links to counseling, tutoring, library, and student success resources.


**Information Technology Group**

The ITG provides a supportive information technology environment for student learning through its operation and maintenance of the college Computing Labs, Networking, the Help Desk, and the Test Center (IIC-10).

The College Computing Labs provide computing services for all current UH students, faculty and staff (IIC-11). The **hours of operation for the spring of 2011 were** Monday to Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 9:00 a.m. to 1:00 p.m.

Networking maintains the technology backbone of both campuses (IIC-23). They offer information for connecting to the wireless network to both enrolled students and visitors.

The Help Desk supports students, faculty, and staff experiencing computer or network-related problems (IIC-24). They are available to assist via phone or email Monday through Saturday.

The Test Center hours of operation for the spring of 2011 were Monday to Friday from 8:00 a.m. to 4:00 p.m. (IIC-12). Along with COMPASS placement testing, the Test Center offers 26 hours per week of online proctoring services for DE students.

**Leeward CC Wai‘anae**

Like all Leeward CC students, those at Wai‘anae have continuous access to the library catalog, databases, and online information literacy tutorials for English 22 and English 100 through the library’s website. Students can access the library website in the computer labs or on a laptop as the campus is equipped with Wi-Fi. Librarians have visited specific classes upon request to do information literacy presentations. Beginning in the fall of 2011, library staff set up regular hours at the Wai‘anae campus on a biweekly basis to make themselves more accessible to students who only attend classes at Leeward CC Wai‘anae.

KI also sends a disability specialist to Leeward CC Wai‘anae twice a month to meet with students with disabilities.

Leeward CC Wai‘anae has its own Study and Testing Center (STC) that provides services similar to what is offered at the LRC at the Pearl City campus. It employs students as writing consultants, Hawaiian Language tutors, and peer mentors, as well as other content areas as needed. Leeward CC Wai‘anae also employs three staff members to provide academic support to students and to present college success workshops. Hours of operation during the academic year for the second floor STC are Monday to Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 8:00 a.m. to 3:30 p.m.

Leeward CC Wai‘anae has its own Math Lab and employs three student tutors with regularly scheduled hours to assist students taking Math 18 and Math 82. The Math Lab is open Monday through Friday from 8:00 a.m. to 6:00 p.m. The Math Lab space at the Wai‘anae campus has been inadequate to meet the needs of the Wai‘anae students and was relocated to the first floor of the current building in the spring of 2012 to enable an expansion of space and computer equipment.

Tutors at the Wai‘anae campus work in the first floor Math Lab and quiet study center and in the second floor Writing Lab and STC. In 2011-2012, the number of writing and math tutors was increased to a total of nine tutors to meet the increasing demand based on higher enrollments in writing and math. In addition, three tutors were hired based on instructor request for Hawaiian Language, Digital Photography, and Introduction to Logic classes, and two peer mentors were
hired to work with two developmental writing and reading learning communities. Online tutoring is available to all students via Smarthinking and also via Skype, email, and phone with the LRC on the Pearl City campus.

There are several open areas for student use. Hours for these areas include:

- The quiet study center is open Monday through Friday from 8:00 a.m. to 6:00 p.m.
- The writing lab is open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m. to 6:00 p.m.
- The computer lab is open for student use Monday through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 8:00 a.m. to 3:30 p.m. unless there are classes scheduled in the lab.

Based on the 2010 CCSSE results, student use and satisfaction with tutoring, skill labs and computer labs on the Wai’anae campus is higher than the average of other comparable colleges. Student use of tutoring and satisfaction with skill labs and tutoring on the Pearl City campus was higher than the average. In addition, student use of skill labs and computer labs and satisfaction with computer labs were very close to the average (II.C-25, II.C-26).

**Self Evaluation**

The college is performing at expectations in this standard.

Access to library and learning support services are adequate to serve the needs of the students on the Pearl City and Wai’anae campuses as well as DE students.

**Actionable Improvement Plans**

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

**Descriptive Summary**

**Library**

During regular business hours library patrons utilize a single entrance/exit. Before exiting, they pass through the gates of an electronic detection system. Tattle tape security strips have been applied to library items including laptops. If an item has not been properly checked out, the detection system will alert library staff.

In order to ensure data security, library employees must use passwords to access databases, and data is encrypted. Sensitive personal information has been deleted from students’ records. Any personal information is kept in a secure area and any paperwork with personal information is shredded before disposal. Patron borrowing history is deleted after a certain time. Only the last five patrons are listed for each item.

No regular security patrols are currently in place. A video camera, mounted near the library’s entrance, provides a 360-degree view of the area fronting the library. Four cameras are also stationed in various areas. VHS recordings capture any activity and are used to monitor activities in the library. Tapes are retained for nine weeks and reused. To protect the library’s book collec-
tion, student employees regularly vacuum shelves. Plastic covers offer protection to books, and broken books are repaired. The library has also undergone an air conditioning upgrade project to prevent mold growth on books. The Help Desk provides maintenance of the library’s patron and staff computers and printers.

**Learning Resource Center**

TutorTrac, the database program used to log services and schedule tutoring appointments, contains student ID numbers and other information. Access is password protected. During the semester, the LRC receives several Banner imports of students’ course enrollment information. Only Leeward CC courses are imported to the TutorTrac program. To use LRC tutoring services, students must log in to TutorTrac. When a student makes an appointment, he or she identifies the course for which the tutoring will be provided. This system is used for campus and online students. The Help Desk provides maintenance of the LRC’s lab and staff computers and printers.

**Math Lab**

The Math Lab equipment is updated as needed. Students check-in with the Math lab coordinator, and student time on task is recorded.

**College Computing Labs and Test Center**

Students receive access to open computer labs by presenting their student ID card. Discipline-specific software on lab computers is provided by the division. The technology fund provides current versions of software, such as Microsoft Word, as well as virus protection. Student employees complete virus updates. Deep Freeze, which is a program that prevents software installations and changes, has been installed on lab computers. Equipment in the college computing labs is on a regular schedule for replacement.

The Test Center maintains secure testing files and requires documentation from instructors regarding test completion. Students present their student ID card to access test files. For online students taking a proctored exam, the Test Center staff checks the student ID card and confirms the student is enrolled in the course.

To protect the campus computer systems, the ITG installs the latest version of anti-virus software and updates the operating systems regularly. In regards to the network and server infrastructure, there is a campus firewall in place to protect the computer resources on campus.

The ITG’s campus Help Desk satisfaction surveys indicate users are satisfied with maintenance. Ninety-two data samples were collected from the spring of 2010 with ratings on a scale from 1 – 5 with 1 being the lowest or strongly disagree to 5 being the highest score of strongly agree. Ninety-three percent of those surveyed indicated satisfaction with the customer service received from the Help Desk.

Campus security is provided by campus security officers who are on duty 24-hours a day, seven days a week, and 365 days a year. A security supervisor and six security officers staff the unit. The security officers conduct vehicle and foot patrols, and recently the campus installed security cameras around campus.

**Leeward CC Wai’anae**

Library materials at the Wai’anae campus are shelved on open shelves and available to all students. If students wish to borrow library materials, they use a sign out sheet. This honor system seems to work for the Wai’anae campus. A security officer was recently added to the Wai’anae campus to provide needed protection for the facilities, faculty, staff, and students.
Self Evaluation

The college is performing at expectations in this standard.

Computers in the library, LRC, Writing Center, KI office, College Computing Labs, and Test Center are on a planned replacement schedule. In addition, new equipment is planned when the learning commons is completed in the fall of 2012. The Math Lab computers are not on a regular replacement schedule. They are replaced on an “as needed” basis.

Actionable Improvement Plans

None.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library

The Leeward CC library has physically housed the UH West O’ahu library within its own facility for many years. This arrangement has both libraries working together to achieve ease of use, accessibility, and sharing of materials for users of both campuses. Guidelines for borrowing materials are documented in the Chancellor for Community Colleges Memo, CCCM#11100, February 1, 1994 (IIC-27).

The Leeward CC library is a member of the UH Library Council (UHLC). The Council is formally recognized with bylaws adopted in 2003 and is comprised of head librarians from the ten UH campuses (IIC-28). It is responsible for the purchase and implementation of a system wide shared library integrated management system, the Hawai‘i Voyager (IIC-17). The Voyager system allows users to renew borrowed items online via a web interface for all materials in the libraries across all campuses.

The library also participates in the Interlibrary Loan program. This allows library users from one UH campus to borrow items from another UH campus. As this program is system wide, it provides users a no-cost, timely alternative for obtaining items that may not be available on their own campus (IIC-29).

The Leeward CC library is also a member of the Hawai‘i Library Consortium (IIC-30). Membership of this group spans academic, public, private, and special libraries in the state of Hawai‘i. Through the Hawai‘i Library Consortium, the Leeward CC library receives access to a package of full-text databases from EBSCOhost, covering a broad range of subjects. EBSCOhost databases are the most heavily used electronic resources in the library (for example, 36,518 full text articles were used in 2010). In 2010, the Hawai‘i Library Consortium completed an evaluation of EBSCOhost and renewed its contract (through June 30, 2015).
Learning Resource Center and Kākoʻo ʻIke
The LRC and KI office have a technical support contract with TutorTrac, a database program used for logging services and recording LRC tutoring appointments. KI has an annual contract with Reading for the Blind and Dyslexic, a national organization, to provide digitized audio textbooks on DVDs for students who require this accommodation. These textbooks on DVD are provided at no charge to the students. Additionally, major textbook publishers offer audio textbooks at no additional charge for students who purchase printed textbooks but require audio accommodations.

The college has had a contract with Smarthinking, an online tutoring service, since 2008 (IIC-7). This service is publicized by the LRC, which also serves as a clearinghouse for student and faculty questions about Smarthinking. Effective the spring of 2011, Leeward CC is participating in a system wide contract with the other UH community colleges. To assess use of Smarthinking, reports are available to those who have administrative access to the Smarthinking website (IIC-31).

College Computing Labs and Test Center
Leeward CC has no external contracts at the campus level for computing services; contracts are with the UH system.

The Test Center coordinators from the seven UHCC campuses meet each semester to discuss the standardized testing procedures, fees, and placement testing, and exchange information.

Self Evaluation
The college is performing at expectations in this standard.

Actionable Improvement Plans
None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Academic Services unit evaluates the library and learning support services to ensure that they are meeting the needs of students, faculty, and staff. The library and all learning support services are required to submit an APR of their unit each year, as a part of the larger Academic Services APR. The APR includes a summary of assessments of SLOs and/or outcome measures, plans to respond to the needs of the instructional programs to assist them in accomplishing their objectives, and a list of priorities based on supporting data (IIC-32).

Academic Services is also required to submit a program review for the UHCC system annually. This program review is part of the ARPD, which is a UHCC system generated template to report on basic demand, efficiency, and effectiveness data. Each of the Academic Services units met to agree on common metrics to use in the ARPD to evaluate demand, effectiveness, and efficiency. In addition to the common metrics, the unit is required to provide a narrative analysis in the report (IIC-14).
In addition, all units have completed and are assessing SLOs as listed below:

<table>
<thead>
<tr>
<th>Academic Services Unit</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>The student will evaluate information and its sources critically.</td>
</tr>
<tr>
<td></td>
<td>The student will use researched information to complete course assignments.</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>Students will pass their tutored course at the same rate as or higher than non-tutored students.</td>
</tr>
<tr>
<td></td>
<td>Students will reenroll (persist) at the same rate as or higher rate than non-tutored students.</td>
</tr>
<tr>
<td></td>
<td>Students who use LRC tutoring services will have a semester GPA that is the same or higher than that of students who do not use tutoring.</td>
</tr>
<tr>
<td>Kāko'ō 'Ike Program</td>
<td>KI office will provide and coordinate classroom accommodations for students with disabilities so that students can access their curriculum.</td>
</tr>
<tr>
<td></td>
<td>KI office will provide faculty with information on issues relating to disability services, rights and responsibilities of faculty, staff, and students so students can access appropriate classroom accommodations.</td>
</tr>
<tr>
<td>Educational Media Center</td>
<td>The EMC provides faculty with training so that students can access and use Laulima to successfully start the course.</td>
</tr>
<tr>
<td></td>
<td>Instructional technology equipment services (Intec) provide computer projection carts so that student learning of the course material is enhanced through the use of technology.</td>
</tr>
<tr>
<td>Innovation Center for Teaching</td>
<td>The ICTL provides faculty development programs to improve teaching so that students learning experience is enhanced.</td>
</tr>
<tr>
<td>and Learning</td>
<td></td>
</tr>
<tr>
<td>Information Technology Group</td>
<td>ITG’s College Computing Labs provide computing resources (computers, peripherals, and internet access) so that students can complete their course assignments.</td>
</tr>
<tr>
<td></td>
<td>ITG’s Test Center provides computing resources (computers, peripherals, and internet access) for online tests so that students can complete course requirements.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to access Student Services’ forms and information that are necessary for their enrollment at Leeward.</td>
</tr>
<tr>
<td>Theatre</td>
<td>The Theatre provides an opportunity for student learning through the use of its facility for student performances.</td>
</tr>
<tr>
<td></td>
<td>The Theatre provides a clean and functional environment to enhance the enjoyment of the theatre experience and enhance student learning at student performances.</td>
</tr>
</tbody>
</table>

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To prepare for the submission of the ACCJC’s *College Status Report on Student Learning Outcomes Implementation* in October 2012, the college assessed its rate/percentage of defined and assessed SLOs for student learning and support services at the end of the spring semester for 2012 (May 11, 2012):

**Student Learning and Support Activities**

a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 29

b. Number of student learning and support activities with defined Student Learning Outcomes: 25
   Percentage of total: 86%

c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25
   Percentage of total: 86%

Each of the Academic Services units uses a variety of methods to assess its SLOs and evaluate program effectiveness. Satisfaction surveys are the most common method of gathering feedback.

Library faculty and staff members regard the teaching of information literacy skills as one of their core missions and are therefore committed to library instruction activities and the teaching of research skills while providing reference service. The library has implemented assessment techniques for library instruction programs. A new tutorial, test, and survey were created for English 100 students in the fall of 2009 and updated in 2011. Test scores were higher than in previous semesters and more students passed than before; survey responses were overwhelmingly favorable. Based on the results, enhancements will be made to the English 100 tutorial and assessment, and new tutorials, tests, and surveys will be developed for English 22 ([IIC-32, IIC-33](#)).

In the LRC, tutoring usage has grown considerably in recent years due to increasing enrollments as well as expanded, diversified services. After each tutoring session, students complete an evaluation form of the services rendered, and once or twice a year; students fill-out a more detailed survey about tutoring and other LRC services. Annual surveys of LRC users show a generally high and increasing rate of satisfaction with tutoring services ([IIC-32, IIC-33](#)).

The LRC assesses two SLOs for tutoring, comparing success data (pass rates and persistence) for students who have used tutoring services to other students in the same course who have not used tutoring. Over the past several years, the outcomes for tutored students have been consistently higher than for those who were not tutored. Data indicate that the number of individual tutoring sessions has been increasing over the past several years; this increase is likely due in part to the surge in student enrollment and the addition of substantial financial resources for serving remedial/developmental students ([IIC-32, IIC-33](#)). The funding constituted a 35.6 percent increase in the LRC’s tutoring budget.

The CCL regularly surveys students, faculty, and staff about their satisfaction with computer lab services, equipment, and furniture. A computer and technology replacement plan and user satisfaction with computer resources in the classroom is determined by data collected via surveys of all users of the CCL at the end of each term. An online satisfaction survey of Help Desk users is conducted each semester. The Test Center also surveys faculty and students about satisfaction with their services; decisions on services provided, and equipment and furniture purchases, are determined by the results of satisfaction surveys and SLO assessments ([IIC-32, IIC-33](#)).
Data from the satisfaction survey indicates dissatisfaction with the conduciveness of the atmosphere of the Test Center. Comments from surveys have indicated that there is too much noise in the Test Center, which makes it difficult to concentrate while taking an exam. Until the learning commons is established, the Test Center staff will have to address the noise factor by ensuring that the testing area is quiet so students will be able to take exams without being disturbed. Test Center data indicate an upward trend in users for both DE online testing and COMPASS placement testing (IIC-14).

For Academic Services, the most significant change in service delivery will be made with the renovation project of the library building into a learning commons (IIC-34). This project was first considered in 2007, and after research of innovative facility designs and broad-based campus discussion, the funds for the renovation were acquired from the UH system. The purpose of the learning commons is to create an active, student-centered learning space offering a variety of support services in a comfortable, technology-rich setting that encourages collaboration. The emphasis on collaborative spaces and technology integration is in keeping with millennial students’ learning and study preferences; it should also lead to more collaboration and connection between faculty and staff from the service units involved. The start date for renovations was January 2012; the opening date for the renovated facility is expected to be in the fall of 2012.

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of DE learner support services (IIC-35). The following is a summary of the discussion based on facilitators’ notes:

For this topic, participants felt that the learner support services on campus were outstanding. The support services mentioned include library, tutoring, and faculty support and training. Participants thought it was good to incorporate Laulima training into the NSO. Students lack the skills needed for online learning, which leads to lower success. Participants were very pleased with DE Committee’s efforts to promote DE Best Practices through round table discussions. There was support for the use of Blackboard Collaborate as a tool that promotes communication with students in an online class.

The following suggestions were made regarding learner support services for DE students:

- The library has many online resources. Would be nice to be able to access online from home. Also need to make students aware of these services.
- The limited hours of the KI office makes it difficult for DE students to take advantage of the services.
- LRC should have more online tutoring for DE courses.
- Increase the Testing Center capacity and space.
- Need division oversight to ensure quality.
- Increase institutional and administrative support for developing high quality DE courses.
- DE web site list of DE support services.
- Create a competency test for student enrolling in DE courses.
- Provide help to students with installation and configuration of software required for classes.
- Increase student support on how to learn online, not just how to use the tools.
- Institutional support so that DE courses developed are of high quality.
The DE strategic plan that the DE Committee developed in the spring of 2012 (IIC-36) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC’s 2006 Recommendation
In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college complete SLOs for its remaining programs, initiate or continue authentic assessment, and apply assessment results to the continuous improvement of instruction and services. In addition to the institutional analysis in this Accreditation Standard sub-section, see Recommendation #2: Instructional Programs, for further discussion on the college’s response to this recommendation.

Self Evaluation
The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college regularly assesses the quality and effectiveness of the library and learning support services of the library, Learning Resource Center, Kākoʻo ʻIke Program, College Computing Labs, Math Lab, and Educational Media Center. The first four of the above services will eventually be included in the new learning commons.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for learner support services.

Actionable Improvement Plans
None.
Standard II.C. Appendices

Appendix II.C-A (General Library Equipment)

Appendix II.C-B (Library Materials)

Appendix II.C-C (Learning Resource Center’s Physical Facility)

Appendix II.C-D (Math Lab Materials)

Standard II.C. Evidence

IIC-1  Leeward CC Library
http://www.leeward.hawaii.edu/library/

IIC-2  Learning Resource Center
http://emedia.leeward.hawaii.edu/lrc/

IIC-2  Writing Center
http://emedia.leeward.hawaii.edu/writingcenter

IIC-4  Kāko‘o ‘Ike Program
http://www.leeward.hawaii.edu/ki

IIC-5  Math Lab
http://www.leeward.hawaii.edu/mathlab

IIC-6  MyLab/Mastering
http://pearsonmylabandmastering.com/?cc

IIC-7  Smarthinking
http://emedia.leeward.hawaii.edu/etutor/

IIC-8  Educational Media Center
http://emedia.leeward.hawaii.edu/emc/

IIC-9  iLearn@Leeward
http://emedia.leeward.hawaii.edu/emc/ilearn

IIC-10  Information Technology Group
http://emedia.leeward.hawaii.edu/itg/

IIC-11  College Computing Labs
http://emedia.leeward.hawaii.edu/itg/CCL

IIC-12  Test Center
http://emedia.leeward.hawaii.edu/itg/testcenter

IIC-13  Leeward CC Wai‘anae Student Services
http://www.leeward.hawaii.edu/leewardccw-services
IIC-31  Smarthinking Administrative Website (Login Needed)
http://services.smarthinking.com/

IIC-32  APR Template, Academic Services, 2010-2011

IIC-33  APR Template, Academic Services, 2011-2012

IIC-34  Learning Commons 2012
http://lcc.hawaii.libguides.com/learningcommons2012

IIC-35  Convocation Roundtable Summaries, Spring 2012

IIC-36  DE Strategic Plan