

## ***CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS***

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### **1. Authority**

Kapi‘olani Community College is a public two-year college operating under the authority of the State of Hawai‘i and the University of Hawai‘i Board of Regents. Governance of the University of Hawai‘i is vested in a 12-member Board of Regents. The Regents are appointed by the Governor of Hawai‘i with the approval of the State Legislature. Membership on the Board is controlled by State Law (Chapter 304-3, Hawai‘i Revised Statutes - §304-3).

The statute states that the affairs of the university shall be under the general management and control of the Board of Regents. The statute also indicates that the members of the Board of Regents are appointed by the Governor of the State of Hawai‘i, and prescribes the size of the Board, how the members are selected, their terms of office, when the Board is expected to meet, and how they are compensated. The Board of Regents authorizes all Associate Degrees of the College.

### **2. Mission**

The College Mission Statement was reviewed and revised in 2002 with broad-based contributions from the Goals Committees and the Provost’s Advisory Council, which has now developed into the Policy, Planning, and Assessment Council. The revised Mission Statement was approved by the College Faculty Senate on October 7, 2002, and by the University of Hawai‘i Board of Regents on January 16, 2004. This was the first time that the Board of Regents approved Mission Statements of individual community colleges.

The Mission Statement reflects the College strategic plan for 2003-2010 and the tactical plans of eight Academic Programs and nine Administrative and Educational Support Units for the years 2004-07. The next cycle for tactical planning for 2007-2010 will include a comprehensive review of the Mission Statement. The Mission Statement is broadly communicated to the public on the College intranet website Quill and the College Catalog, which is available in hard copy and online at the College website.

### **3. Governing Board**

The functioning governing board for Kapi‘olani Community College is the University of Hawai‘i Board of Regents. The Bylaws and Policies of the Board of Regents define the duties and responsibilities of the Board and its officers and

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committees. The Board is responsible for the internal organization and management of the University of Hawai‘i System, including the following:

- Establishing the general mission and goals of the System and approving any changes to the mission and goals;
- Adopting documents for academic planning and facilities planning for the System and the campuses;
- Adopting broad policy that guides all aspects of University governance;
- Appointing and evaluating the President;
- Establishing the administrative structure and approving major administrative appointments;
- Approving all major contractual obligations of the University;
- Approving new academic and other programs and major organizational changes;
- Reviewing all fiscal audits of University operations; and
- Approving the University budget, long-range financial plans, and budget requests for state funding.

The UH Board of Regents is an independent policy-making body reflecting constituent and public interests in Board activities and decision-making. A majority of the Board members have no employment, family, ownership, or other personal financial interests in the University. The Board of Regents adheres to a policy governing conflicts of interest, assuring that those interests are disclosed and that they do not interfere with the impartiality of the governing board members or outweigh their greater duty to ensure academic and fiscal integrity of the University and of Kapi‘olani Community College.

#### **4. Chief Executive Officer**

Dr. Leon Richards has served as Acting Chancellor since his appointment by the UH Board of Regents in July 2005. He is a full-time administrator who does not serve on the governing board of the University of Hawai‘i System. He has the requisite authority to administer board policies.

#### **5. Administrative Capacity**

The College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission, goals, and objectives. The administrative staff is made up of twelve members, eight of whom are in executive/managerial positions. The administrative staff also includes a representative of Mālama Hawai‘i. (As noted earlier in the Self Study,

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Mālama Hawai‘i is a campus community composed of Native Hawaiian faculty members and other employees who serve Native Hawaiian students; their goal is to provide a positive learning experience for students who are Native Hawaiian or who are interested in Native Hawaiian issues.) The members of the administrative staff hold one baccalaureate degree, six master’s degrees, and five doctorates. These administrators come to their roles and responsibilities with substantial training, experience, and expertise.

### **6. Operational Status**

From 2000-2005, the College experienced stability in headcount and full-time enrollment, retention, and persistence. Over the period 1998 to 2004, the number of students completing degrees and certificates has also remained relatively stable. Completion of Associate in Arts degrees ebbed in 2001 (203) and rose to level off in 2003 and 2004 (233 and 236, respectively). Over the same period, completion of Associate in Science and Associate in Technical Studies degrees peaked in 2000 (412), ebbed in 2003 (308), and rose in 2004 (355). Completion of Certificates ranged from 56 to 67 per year over this same two-year period.

For all college programs, the most recent figures from the Integrated Postsecondary Education Data System (IPEDS) indicate that, over the period 1997-2001, for first-time, full-time students within 150 percent of time of enrollment, the graduation rate increased from 13.0 percent to 19.9 percent. The transfer rate increased from 20.3 percent to 27.2 percent, and the rate of continuing enrollment (with no completion of a degree) decreased from 28.4 percent to 22.4 percent. From 2000-2005, the enrollment of Native Hawaiian students increased from 729 to 789, while enrollment of international students grew from 448 to 563.

### **7. Degrees**

Academic programs at Kapi‘olani Community College emphasize the outcomes of learning rather than the experience or time spent in learning. The College offers an Associate in Arts (AA) degree, an Associate in Science (AS) degree, an Associate in Technical Studies (ATS) degree, Certificates of Achievement (CA), Certificates of Competence (CC), Certificates of Completion (CC), and Academic Subject Certificates (ASC).

A “degree” is an academic credential awarded in accordance with UH Board of Regents approval and consists of the components of the general education core requirements, college/program requirements, major requirements (if any), electives (if any), and additional degree requirements. Additional degree requirements

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include items such as total credit requirement, minimum cumulative grade point ratio, minimum grade point ratio, or grades for courses applied to the “major or program requirements,” and other related requirements such as writing-intensive classes and classes in second languages.

A significant proportion of students at the College are enrolled in degree programs. Of the 7,289 students enrolled at the College in fall 2005, 6005 students (82.4 percent) were home-based at Kapi‘olani. Of these, 5,061 (84.3 percent) are in degree or certificate programs. Of those who were home-based at other campuses, about 1,180 (91.9 percent) were enrolled in degree or certificate programs at other campuses.

### **8. Educational Programs**

The principal degrees of the College are congruent with its mission to prepare students to meet rigorous baccalaureate requirements and career standards, and to engage in ethical, responsible community involvement. The degrees are based on recognized higher education disciplines, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

Degree programs require at least two years of academic study. Degree programs on campus are carefully and professionally developed to articulate with UH baccalaureate-degree granting institutions. For example, new two-year degrees in Life and Physical Sciences are being developed through collaborative dialogue with other UH campuses and the UHCC System office.

Six academic programs—Arts and Sciences, Business Education, Culinary Arts, Health Careers, Hospitality and Tourism, and Legal Education—provide two-year degree and certificate programs. The Culinary Institute of the Pacific is an emerging academic program that supports Culinary Education within the UH Community College System and the development of a four-year advanced Culinary Education degree in collaboration with the UH West O‘ahu campus.

All eight of these Academic Programs have developed tactical plans for 2004-2007 that emphasize student learning, assessment, evaluation, and improvement. The tactical plans of these Academic Programs are supported by tactical plans of nine Administrative and Educational Support Units in their common goal to improve student learning.

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### **9. Academic Credit**

Kapi‘olani Community College uses the generally accepted Carnegie unit as the basis for awarding credit: one semester hour (one credit) is equivalent to one hour of lecture per week. Additional equivalences also follow established practice: two hours of lecture/lab are equivalent to one credit. Three hours of lab are equivalent to one credit.

Certain other types of courses have different equivalencies. For example, one credit of a cooperative education course is equivalent to a one-hour-per-week seminar plus three-hours-per-week work experience. The College also has policies governing the transfer of credits into the College and transfer from the College to other schools in the UH System. The UH Board of Regents policy on transfer addresses the need for the process to be “as simple and predictable as possible.”

### **10. Student Learning Achievement**

All courses and programs at the College have explicit student outcomes, which are listed in the Catalog. All course outcomes are assessed by instructors and grades awarded based student attainment of the outcomes. Students are required to attain at least a 2.0 grade point ratio in all the courses required for degrees and certificates.

Attainment of program outcomes can also be demonstrated by students’ success in subsequent endeavors: upon transfer, in licensure examinations, or obtaining employment. Liberal Arts majors and other students who transfer to four-year institutions in the UH System demonstrate the attainment of the program outcomes by their success in subsequent courses. Data over the last three years (2003-2005) indicate that the cohorts for fall 2003, fall 2004, and fall 2005 have been successful in their upper division courses in UH System, with the following mean grade point ratios, respectively: 2.79, 2.59, and 2.49.

Program outcomes are assessed in part by evaluating student performance on licensure examinations. For example, both the Emergency Medical Services and Mobile Intensive Care Technician programs have seen a 100 percent pass rate for their graduates on the EMT-I and MICT-P exams, respectively, over the last seven years. Moreover, graduates from these programs scored a minimum of 20 percent above the national average on these exams.

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Other health sciences have similar pass rates: 100 percent pass rates in Medical Lab registry or certification, 100 percent pass rates in the Occupational Therapy Assistant certification exam, 100 percent pass rates in the Physical Therapist Assistant licensure exam, 100 percent pass rates in the Radiologic Technician registry exam, and 100 percent pass rates in the Respiratory Therapy registry exam. The pass rate in the Medical Assisting AAMA certification exam is 94.4 percent.

Through its Learning Outcomes Assessment Committee, the College is developing a robust set of strategies for assessing student learning outcomes. In this endeavor, the College is also receiving support from the U.S. Department of Education, the American Council on Education, the National Coalition for E-portfolio Research, and the National Science Foundation.

### **11. General Education**

All associate degrees at the College require successful completion of General Education courses. Associate in Science degrees require a minimum of 15 credits of General Education: three credits in communication, three in mathematical reasoning, and three in each of the following: Humanities, Natural Sciences, and Social Sciences; the 2006-2007 Catalog (pp. 44-279) lists the courses in the major discipline areas. Courses required for written communication and mathematical reasoning are found in descriptions of the individual programs.

An Associate in Arts degree requires 60 credits, all of which are General Education courses and 42 of which are in specific areas. Foundation courses include written communication (3 credits), symbolic reasoning (3 credits), and global and multicultural perspectives (6 credits). The major areas of knowledge are addressed by diversification requirements: 6 credits in Arts and Humanities, 7 credits in Natural Sciences, and 6 credits in Social Sciences.

In addition, to graduate with an AA degree, a student must take an oral communication course (3 credits) and two semesters (8 credits) of language instruction. The remaining 18 credits for the AA degree may be from Liberal Arts courses or courses in the career and vocational education programs that have been articulated with the four-year campuses.

General Education courses provide students with the capabilities to be lifelong learners. Courses applicable to the AA degree are listed on page 37 of the 2006-2007 Catalog. Course outlines for many of the classes are available at <http://www2.hawaii.edu/~currcomm/history.htm>. The Arts and Sciences program,

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in its tactical plan for 2004-2007, is exploring the integration of ethics and effective citizenship (including the well-established Service-Learning Emphasis of the College) into General Education requirements.

General Education courses promote academic inquiry and are delivered with the rigor appropriate to institutions of higher learning. All Liberal Arts courses at the College are articulated with their counterparts at the University of Hawai‘i at Mānoa, the main destination for Kapi‘olani’s transfer students.

### **12. Academic Freedom**

Board of Regents Policy 9-15 (b) establishes the UH System policies on safeguarding the faculty’s freedom to pursue academic endeavors (<http://www.hawaii.edu/offices/bor/policy/borpch9.pdf>). Article IX-A of the faculty bargaining agreement with the Regents also addresses faculty rights to academic freedom:

*“Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attached to all other citizens. When thus speaking as a citizen, they should be free from censorship or discipline”* (2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i, p. 16).

### **13. Faculty**

The College employs qualified faculty with full-time responsibilities for program development, program delivery, and learning support. Faculty responsibilities are listed in position descriptions in job advertisements, and include student advising, professional development, and learning outcomes assessment, as shown here in a recent advertisement for a position in Art:

*“Instructor in Art (New Media Arts), Position No. 86870T, Kapi‘olani Community College, temporary, non-tenure track, full-time, 9-month contract, general funds, pending position clearance, availability of funds and actual staffing requirements, to begin approximately 08/04. Duties: Under general supervision to teach transfer-level courses in 2D design, Web de-*

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*sign, interface/interaction design, typography, graphic symbolism and corporate identity design and digital imaging; to develop curriculum, facilitate equipment purchase and maintenance activities in these areas; to develop teaching strategies, instructional materials and methods which (1) emphasize writing as an important skill for students, (2) use computers in instruction where appropriate, (3) integrate instruction of appropriate thinking skills into course content, (4) articulate instructional objectives in terms of learning outcomes; base instruction and assessment on student learning outcome; and (5) address the needs of community college students. Related activities include, but are not limited to, developing an approved program of professional self-improvement; maintaining at least one office hour per week for each course taught; advising students; preparing and revising course materials, objectives and syllabi; identifying student learning needs and implementing constructive responses to them; planning, organizing, and independently carrying out instructional and non-instructional assignments. Perform related duties as assigned. Evening and non-credit classes may be assigned as part of regular workload. Duties and responsibilities may include instructional assignments involving distance education.”*

The College maintains quality programs through the efforts of its faculty, whose relevant characteristics are detailed below. In fall 2005, the College had 228 full-time regular faculty (regular faculty are professors, associate professors, assistant professors, and instructors), 15 full-time lecturers, 19 part-time regular faculty, and 136 part-time lecturers.

The College has a balanced and healthy career-cycle profile for regular faculty. As shown in Table 1 below, approximately four in ten (39.9 percent) members of the regular faculty are in the two higher ranks and six in ten (60.1 percent) are in the two lower ranks.

**Table 1.  
Regular Full-time Faculty by Rank, Fall 2005**

<b>Rank</b>	<b>Number</b>	<b>Percent of Total</b>
Professor	55	24.1
Associate Professor	36	15.8
Assistant Professor	52	22.8
Instructor	85	37.3
<b>Total</b>	<b>228</b>	<b>100.0</b>

Source: UH Community Colleges Human Resources Office

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Table 2 below shows the number and percentage of regular faculty and lecturers and their status as full time or part time.

**Table 2.  
Regular Faculty and Lecturers, Full Time and Part Time, Fall 2005**

	<b>Full Time</b>	<b>%</b>	<b>Part Time</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Regular Faculty	228	92.3	19	7.7	247	100
Lecturers	15	9.9	136	90.1	151	100

Source: UH Community Colleges Human Resources Office.

The College has a strong full-time faculty to part-time faculty ratio of 1.57:1 (243:155). These data show that the majority of members of the faculty are full-time, allowing for a stable and cohesive college culture.

The College utilizes the skills and expertise of 170 other faculty (part-time and full-time regular faculty, and part-time lecturers). In certain career and vocational education programs offered at the College, and certain performing arts courses, minimum qualifications may allow faculty to teach without a graduate degree. (A complete listing of faculty and their degrees is found in the 2006-2007 Catalog, pp. 375-387.) Faculty assignments are found in the Schedule of Classes, which is also online (<http://www.kcc.hawaii.edu/page/soc>).

### **14. Student Services**

Student Services provides a wide range of support activities across the academic programs for students or potential students. Services include the following: GEAR-UP Bridge activities, counseling, academic advising, First Year Experience, orientation, admission, financial aid, student activities, student publications, student government, and career and other bridge programs. Specific support services are designed for Native Hawaiian students, single parents, TRIO-Students, and students with disabilities. Through tactical planning, Student Services has begun developing and assessing student learning outcomes for continuous improvement in the quality of the students' experience.

To enhance its services, the College is in the process of purchasing the Student Accountability and Record System (SARS) to track the utilization and success of the programs. Counselors are also developing procedures and policies for e-counseling to meet the needs of the growing activities in distance learning at the College.

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Federally funded grants administered by Student Services include Native Hawaiian Career and Technical Education, TRIO-Student Support Services, and GEAR-UP. Student Services also receives federal funds through campus-coordinated Title III and Carl Perkins grants. These grants support Native Hawaiian students, students from special populations, disadvantaged students, and students who represent the first generation of their families to enroll in college.

The Student Services Council provides a communication link among the counselors who are assigned to various Academic Programs and Administrative and Educational Support Units headed by deans. The Council coordinates student-support functions within those units to provide quality control, consistency, and professional development for personnel in Student Services.

### **15. Admissions**

The admission policy of the College is consistent with Board of Regents policy and with the College mission to provide open access. Anyone 18 years of age or older, or who has earned a high school diploma or equivalency, meets the criteria for eligibility to attend the College. Other eligibility requirements apply to high school students participating in the Running Start or Early Admit Programs, and international students on F-1 visas. The Kekaulike Information and Service Center serves as the one-stop location for admission, financial aid, registration, and payments.

### **16. Information and Learning Resources**

The Library and Learning Resources Unit (consisting of the Library, a Campus Web Team, Open Computer Labs, and a Testing/Placement Lab) supports the vision and curriculum of Kapi'olani Community College by providing an innovative environment for learning and research. Internet access, system-wide borrowing at any UH Library, and remote access to electronic resources are provided without charge to students and faculty. Other services include library orientation, reference assistance, group study rooms, wireless access to the campus internet network, photocopiers, online testing, placement testing, and continuous CNN newscasts. College-wide information is disseminated through the campus website as developed by the web team.

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### **17. Financial Resources**

Kapi‘olani Community College is supported by and dependent upon multiple sources of revenue. The revenue categories include State of Hawai‘i General Funds, tuition and fees special funds, continuing education special funds, Summer Session special funds, revolving funds, grants, and donations. Until 1996, the campus and the University of Hawai‘i in general were totally dependent on appropriated state General Funds for funding of personnel and operations. As part of the legislation that gave the University significant administrative autonomy from the State, the University and the College were allowed to keep tuition revenues.

While the College initially anticipated that the tuition revenues would increase the total resources available for the College and the University, the unfavorable economic conditions in Hawai‘i during the late nineties led to a reduction in appropriated General Funds. Tuition revenues, therefore, became an essential source of funds to balance the budget instead of a means to enhance or enrich programs. The College was able to maintain its level of services without resorting to significant reductions of programs or instructional offerings.

Currently, General Funds are barely adequate to support the current level of service at the College. However, improvement in the State’s economic outlook and increases in tuition have provided renewed financial stability. In addition, a Grants Development Office and entrepreneurial members of the faculty have been successful in identifying and obtaining external funding for program improvement and innovations.

### **18. Financial Accountability**

Annual financial audits are conducted by externally contracted certified public accountants. The annual audit is performed on the University of Hawai‘i centralized financial accounting system that services each of the ten campuses of the University of Hawai‘i System. As part of the annual financial audit, a separate schedule is prepared for the community college campuses in order to comply with the standards of accreditation.

The Board of Regents reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. In addition, intermittent audits have been prescribed by the Hawai‘i State Legislature on specific programs or funds of the University of Hawai‘i, including the Kapi‘olani campus. The College administration has

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responded to all findings and exceptions. The College consistently demonstrates integrity in the use of federal grant monies, which have increased steadily since 2000.

### **19. Institutional Planning and Evaluation**

Institutional planning and program evaluation is systematic for all Academic Programs and Administrative and Educational Support Units at the College. The focus of each of these programs and units is on improved student learning and student achievement of educational goals. Each of these programs and units is implementing three-year tactical plans aligned with the College strategic plan for 2003-2010.

Programs receive annual health indicator reports and are required to submit program review reports every three years. Program review reports drive tactical planning for improvement. The Policy, Planning, and Assessment Council oversees program review and tactical planning through an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. New stocktaking processes are linking campus and system planning and budget preparation for 2007-2009, and long-range planning is underway.

### **20. Public Information**

Kapi‘olani Community College publishes an official Catalog, which includes the following: general information such as official name and address, telephone numbers, and website URL; mission, vision and values statements; admission, eligibility, attendance, tuition/fee and registration requirements; degrees, programs and length of programs, courses; financial aid policies, refund policies; academic freedom; and student-support services, regulations, and available learning resources. The Catalog also lists college policies and procedures; as well as academic credentials of faculty and administrators and names of advisory committees and members. The Catalog is carefully checked for accuracy and updated regularly. Schedules of Classes and the College website include abridged versions of this information.

### **21. Relations with the Accrediting Commission**

Kapi‘olani Community College has consistently adhered to the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose

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information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College are complete, accurate, and honest. The signatures of the official representatives affirm these relations.

