

PEER REVIEW TEAM REPORT

Leeward Community College
96-045 Ala `Ike
Pearl City, HI 96782

This report represents the findings of the Peer Review Team that conducted Team ISER Review on March 17, 2025, and a Focused Site Visit to Leeward Community College from September 24, 2025, to September 27, 2025. The Commission acted on the accredited status of the institution during its January 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Team Chair:
Rowena M. Tomaneng, Ed.D.

Table of Contents

Summary of Focused Site Visit	6
Commendations	7
Recommendations.....	7
Introduction.....	9
Eligibility Requirements	12
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies	13
Public Notification of a Peer Review Team Visit and Third Party Comment.....	13
Standards and Performance with Respect to Student Achievement	13
Credits, Program Length, and Tuition	15
Transfer Policies	16
Distance Education and Correspondence Education	17
Student Complaints.....	18
Institutional Disclosure and Advertising and Recruitment Materials.....	19
Title IV Compliance	20
Standard I.....	21
I.A. Mission	21
I.B. Assuring Academic Quality and Institutional Effectiveness	22
I.C. Institutional Integrity	25
Standard II.....	28
II.A. Instructional Programs	28
II.B. Library and Learning Support Services.....	32
II.C. Student Support Services.....	34
III.A. Human Resources	36
III.B. Physical Resources	40
III.C. Technology Resources	43
III.D. Financial Resources	44
Standard IV	49
IV.A. Decision-Making Roles & Processes.....	49
IV.B. Chief Executive Officer	51
IV.C. Governing Board.....	53
IV.D. Multi-College Districts or Systems.....	55
Quality Focus Essay.....	59

**Leeward Community College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Rowena M. Tomaneng, Team Chair
California Community Colleges
Deputy Chancellor

Mr. Sonny Joseph Leomiti, Vice Chair
American Samoa Community College
Vice President of Administration and Finance

ACADEMIC MEMBERS

Dr. Lee H. Ballestero
Moorpark College
Faculty, Political Science

Dr. Alison Gurganus
San Diego Mesa College
Faculty, Online Service Librarian

Ms. Kristina Smith
Hawaii Tokai International College
Faculty, English

ADMINISTRATIVE MEMBERS

Dr. Mary-Jo Apigo
Los Angeles Pierce College
Vice President of Academic Affairs/ALO

Dr. Elizabeth Balint
Lake Tahoe Community College
Director of Institutional Effectiveness

Dr. Omar Gutierrez
Southwestern College
Assistant Superintendent/Vice President, Business and Financial Affairs

Dr. Michael McCandless
Merced College
Vice President Student Services

Jeanie Machado Tyler

Cuyamaca College
Vice President of Instruction

ACCJC STAFF LIAISON

Nickawanna Shaw
Vice President

**Leeward Community College
Peer Review Team Roster
FOCUSED SITE VISIT**

Dr. Rowena M. Tomaneng, Team Chair
California Community Colleges
Deputy Chancellor

Mr. Sonny Joseph Leomiti, Vice Chair
American Samoa Community College
Vice President of Administration and Finance

ACADEMIC MEMBERS

Dr. Alison Gurganus
San Diego Mesa College
Faculty, Online Service Librarian

Ms. Kristina Smith
Hawaii Tokai International College
Faculty, English

ADMINISTRATIVE MEMBERS

Dr. Mary-Jo Apigo
Los Angeles Pierce College
Vice President of Academic Affairs/ALO

Dr. Omar Gutierrez
Southwestern College
Assistant Superintendent/Vice President, Business and Financial Affairs

ACCJC STAFF LIAISON

Nickawanna Shaw
Vice President

*If applicable, note persons who served on the district review team with an asterisk.

Summary of Focused Site Visit

INSTITUTION: Leeward Community College

DATES OF VISIT: September 24-27, 2025

TEAM CHAIR: Dr. Rowena M. Tomaneng

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2025, the team conducted Team ISER Review (formative component) to identify where the institution meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence.

A six-member peer review team conducted a Focused Site Visit to Leeward Community College (Leeward CC) September 24-27, 2025. The visit included the Pu'uloa Campus, Wai'anae Moku Education Center and the Wahiawā Value-Added Product Development Center (WVAPDC). The purpose of the visit was to complete the Peer Review Team Report and determine whether the institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College's CEO on June 24, 2025, and September 12, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately over 80 participants including faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team participated in two Native Hawaiian culturally grounded Meet and Greet events: Leeward CC Pu'uloa and Wai'anae Moku Education Center, with approximately 88 faculty, administrators, classified staff, students, and community members. The team held one open forum, which was well attended in-person and virtually with approximately 45 participants including faculty and students. The forum provided the Institution, community, and others the opportunity to share their experiences and stories with members of the Focused Site Visit team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College for comprehensive professional development offerings to support distance education faculty and course development through the College Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC). The Distance Education Committee of the Academic Senate developed Leeward Distance Education Guidelines, including a clear campus definition of Regular and Substantive Interaction (RSI). Often designated as a leader within the UH Community College system, Leeward Community College has successfully implemented the EMC Three-Part RSI Campaign, supported distance education faculty through the LMS transition to Lamakū, and integrated the Leeward DE Guidelines into the peer evaluation process. Support is provided to the entire Leeward campus community that allows for innovation and collaboration not only among the Leeward community but the entire University of Hawai'i system. (III.A.14, Policy on Distance Education and Correspondence Education)

Commendation 2: The team commends the College for its profound and intentional commitment to local indigenous culture and its mission to be a Native Hawaiian place of learning. This commitment is evidenced by the successful embedding of indigenous practices, and student support services. Initiatives such as the Pūko'a no Nā 'Ewa Council guide institutional change by ensuring sustained conversations on Native Hawaiian equity, while the Ho'opūnana Mentorship Program fosters reciprocal relationships between students, faculty, and staff. These efforts underscore the College's holistic approach to cultural preservation and integration. (I.A.4, I.B.1, II.A.1, II.B.2, III.B.2, III.D.2)

Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

District Commendations:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

The University of Hawai'i Community Colleges (UHCC) system faces unique challenges in providing accessible education across the geographically dispersed islands of Hawai'i. With seven campuses across four islands, the system must address the needs of a diverse student population, many of whom live far from a campus. These challenges are balanced by the opportunities presented by the rich cultural and ethnic diversity of the islands. Leeward Community College (Leeward CC) is particularly focused on its commitment to Native Hawaiians, reflecting this in its mission, vision, programs, and support services.

Leeward CC's main campus is located in Pearl City, O'ahu, within the historical and agriculturally significant area of Waiawa. The campus's central location between Honolulu and the Wai'anae coast allows it to serve a broad range of communities. Established in 1968, Leeward CC quickly became the largest community college in the UHCC system, serving over 10,000 students annually. Leeward CC's student population reflects the ethnic diversity of Hawai'i, with significant representation from Native Hawaiians, Filipinos, and other Pacific Islanders. Native Hawaiians and Filipinos each make up about 25% of the student body, and the college's service area is home to the largest population of Native Hawaiians in the state. However, the area also faces significant socioeconomic challenges, including high poverty rates, lower median household incomes, and disparities in educational attainment. These challenges highlight the College's important role in providing higher education opportunities to populations that face barriers to success, particularly in areas like Wai'anae, where poverty and unemployment rates are notably high.

Leeward CC's focus on innovation and accessibility has remained central to its mission since its founding, making it a vital educational institution in the state. In addition to its main campus, the College extends its reach through the Wai'anae Moku Education Center on the west coast of O'ahu. Originally part of the Wai'anae-Nānākuli Education Center, this site has been an integral part of the college since 1977 and serves a community with a large Native Hawaiian population. The center provides credit and noncredit courses, as well as student support services, and plays a crucial role in addressing the educational needs of the surrounding areas. Opening in 2024, the Wahiawā Value-Added Product Development Center (WVAPDC) is a state-of-the-art 33,000 square foot facility, created through a partnership between The State of Hawai'i, University of Hawai'i and Leeward CC. The site was established to contribute to the growth of Hawai'i's agricultural industry and entrepreneurial community. The WVAPDC provides a high-quality education for students and community members through its meeting and training spaces.

Leeward CC offers over 90 degrees and certificates, providing students with various pathways to continue their education or enter the workforce. The College offers 13 broad degree programs, including both general and career-focused options, and has 29 distinct degree programs when considering concentrations and delivery modalities. Leeward CC also offers a wide range of accredited programs in fields such as Automotive Technology, Culinary Arts, and Teacher Education. These programs are designed to meet the evolving needs of students and

communities. Moreover, the College has worked to integrate indigenous culture, language, and history into its curriculum, reaffirming its commitment to Native Hawaiians. This aligns with the UH System's broader focus on serving indigenous populations, ensuring that the College's educational offerings reflect the unique cultural context of Hawai'i.

Beyond academics, Leeward CC has implemented several initiatives to address the basic needs of its students, which are essential for their success. The Hānai iā Leeward food pantry, the Leeward Hui 'Ohana initiative for student-parents, and expanded mental health services have all been pivotal in supporting students. Additionally, the College's workforce development efforts have focused on flexible career pathways, including stackable credentials and free skills training to help fill employment gaps, particularly in response to the economic disruptions caused by the COVID-19 pandemic. These initiatives, alongside the College's wide range of degree programs, contribute to its mission of providing accessible and high-quality education to the people of O'ahu and beyond.

During the visit, the team duly noted Leeward CC's strong commitment to fostering a culture of belonging. The College values participatory governance, encouraging input from faculty, staff, administrators, and students through formal structures like the Integrated Planning and Budgeting Process (IPBP). During the campus forum, for example, the Associated Student Senate shared that their feedback in governance was regularly solicited, and that their voices and experiences were valued at Leeward CC. Both classified staff and faculty shared examples of professional development offered to employees. It is clear the College has created a welcoming and supportive community, inspired growth through mentorship, and encouraged community connections.

The team also observed the College's deep commitment to Native Hawaiian culture and students, integrating indigenous practices into learning and support services to improve student success outcomes. This commitment was demonstrated through the programming of the Native Hawaiian Center at Pu'uloa. With a team of faculty, counselors, and classified staff, the center provides a trusted space, where students learn and cultivate a sense of belonging rooted in Aloha 'Āina (love of land).

The team also visited the Wai'anae Moku Education Center (WMEC) and Wahiawā Value-Added Product Development Center (WVAPDC). The team appreciated the College's partnerships with the communities that they serve to ensure educational opportunities are provided to their diverse student populations. The team was also impressed with the innovation happening at the WVAPDC. Opening in 2024, the Wahiawā Value-Added Product Development Center (WVAPDC) was a state of the art 33,000 square foot facility, a partnership between The State of Hawai'i, University of Hawai'i, and Leeward CC. The site was established to contribute to the growth of Hawai'i's agricultural industry and entrepreneurial community. The WVAPDC provides a high-quality education for students and community members through its meeting and training spaces.

Eligibility Requirements

1. Authority

The team confirmed that the Leeward Community College (Leeward CC) is a public, postsecondary institution of the University of Hawai'i Community Colleges (UHCC), operating under the authority of the State of Hawai'i and the UH Board of Regents (BOR) to award academic degrees and certificates. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). (ER 1)

2. Operational Status

The team confirmed that Leeward CC has been in operation since 1968, offering a diverse range of associate degrees and certificates across various academic programs. For the fall 2023 semester, the College's enrollment stood at 6,059 students, reflecting its continued growth and commitment to serving its educational needs. During the 2022-2023 academic year, Leeward CC conferred 1,056 degrees and certificates, demonstrating its role in preparing graduates for both further education and the workforce. (ER 2)

3. Degrees

The College offers 29 associate and 63 certificate programs in academic and career education fields. The team confirmed that all associate degrees require 60 units, including an appropriate general education component and concentration within a major area of emphasis. The College meets the Eligibility Requirement. (ER 3)

4. Chief Executive Officer

The team confirmed that the College has a chief executive officer appointed by the University of Hawai'i BOR. The College's chancellor, Dr. Carlos Peñaloza, was appointed in July 2019. The Chancellor provides leadership in planning and setting priorities for the College, managing resources, and ensuring implementation of statutes, regulations, and policies. The Chancellor is not a voting member of the BOR but participates in BOR and UHCC System meetings as the College's representative. (ER 4)

5. Financial Accountability

The team confirmed that Leeward CC undergoes an external financial audit annually by an independent and qualified audit firm, in addition to the UH System's Office of Internal Audits. The College is Title IV eligible and complies with federal requirements. The team also confirmed that the audit reports are provided to the BOR. (ER 5)

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC Standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirmed that the College Information for the 2025 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is publicly available on Leeward CC’s accreditation website, along with instructions for submitting third-party comments to the ACCJC online or in writing.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirmed that the College follows the institution-set standards for student achievement of those set by the University of Hawai’i Community Colleges (UHCC) and are in

alignment with the College’s mission and Strategic Plan. The eight institution-set standards for student achievement including course completion, program completion, job placement rates, and key metrics used in the United States Department of Education College Scorecard.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirmed that the College meets the credit hours, and program lengths meet the minimum of 60 (60-67) semester hours of total student work. These are documented in the College’s policy and the catalog.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirmed that the College discloses transfer policies on the College's website and in the College catalog including the acceptance of incoming transfer equivalencies. The College discloses transfer policies in transfer workshops held throughout the semester, and The UH System Student Transfer and Inter-Campus Articulation policy provides guidelines for student transfer and UH System inter-campus articulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The Institution does not offer Distance Education or Correspondence Education.

Narrative:

The College has policies and procedures in place, and the team reviewed a subset of online courses to verify the College meets the regulation. The College does not offer correspondence education courses.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has clear policies related to student conduct and a process for complaints and the ability to address stated complaints. The College has taken steps to proactively address interpersonal community issues by creating both active and passive programming to address themes revealed by the types of complaints received. The college leverages its intake process for complaints as an opportunity to provide supportive services to all community members who interact with their complaint process.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirmed that the College ensures accurate and timely information about its programs, services, and policies through its catalog, website, and digital media. The Catalog meets ACCJC requirements, while the website provides details on the mission, educational programs, student services, and accreditation status. An accreditation page is easily accessible from the homepage. A marketing specialist oversees public relations to maintain consistency and quality in publications.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
N/A	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has established policies and procedures for review and approval of contractual agreements through the appropriate delegation of authority.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Leeward Community College (Leeward CC) mission statement is aligned with the University of Hawai'i Board of Regents (BOR) Mission and Purpose of the University policy, which recognizes the UH System as a "global leader and model" in a "unique geographical location." The mission statements are reviewed every six years in accordance with the College's Policy on Institutional Mission. Most recently, a new mission statement was approved by the BOR in fall 2023 and is discussed in the Quality Focus Essay (QFE). The mission outlines the College's broad educational purpose, ensuring diverse and accessible education opportunities for all students. It aligns with the Commission's Policy on Social Justice and highlights a special commitment to Native Hawaiians. The Institution also uses data to assess whether its mission is being effectively accomplished. Leeward CC relies on the University of Hawai'i Community College (UHCC) System's institution-set standard metrics and an Integrated Planning and Budgeting Process (IPBP) to determine how effectively it is accomplishing its mission. The mission is published on the College's website and in its catalog.

Findings and Evidence:

Leeward CC's mission, which outlines the College's broad purpose was approved by University of Hawai'i (UH) BOR in fall 2023. However, due to the timing or preparing the ISER, the team acknowledges that the BOR approved 2017 mission statement was used to guide the College during this review period.

The College's mission highlights its dedication to providing accessible, high-quality education to a diverse student population, with a special commitment to Native Hawaiians. The mission emphasizes nurturing and inspiring students, fostering their development into responsible global citizens, and advancing their educational goals through liberal arts and career technical education programs. (I.A.1, ER 6)

The College uses data to assess how well it is accomplishing its mission, utilizing the University of Hawai'i Community Colleges (UHCC) System's institution-set standards for student achievement and in its Integrated Planning and Budgeting Process (IPBP). (I.A.2)

The IPBP, a program and resource allocation process, ensures alignment with the College's mission and vision. The first step in the IPBP is the Annual Report of Program Data (ARPD), along with a Comprehensive Review and Evaluation (CRE), which is completed at least once

every five years. Both documents require evidence that a program's mission is aligned with Leeward CC's mission, vision, and values. The Kīpuka Native Hawaiian Center at Pu'uloa (NHCP) serves as an example, as its mission to increase the success of Native Hawaiian students aligns with the College's mission. (I.A.3)

The mission statement is reviewed every six years in accordance with the College's Policy on Institutional Mission. The College's mission is published on its website, and in its catalog. (I.A.4, ER 6)

Conclusions:

The Institution meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

To ensure institutional effectiveness at all levels, Leeward CC demonstrates its processes and active engagement in sustained, substantive collegial dialogue on student outcomes, equity, and the continuous improvement of student learning and achievement through its committee structures, program review processes, and professional development activities. Quantitative and qualitative data are collected and shared, including institutional set metrics, assessments, and student surveys such as the Community College Survey of Student Engagement (CCSSE). Student support areas are equally involved in evidence-based discussions and process development. Leeward CC also has numerous committees that hold sustained, regular dialogue around issues of social justice, equity, student achievement, and the advancement of underrepresented students, which have enabled the College to even more effectively identify and act upon priorities that align with the College's mission and goals. As part of the UHCC System, the College has access to analyzed and disaggregated data in addition to that from its Office of Planning, Policy, and Assessment (OPPA).

Findings and Evidence:

The College engages in sustained and substantive collegial dialogue on student outcomes, equity, and continuous improvement of student learning and achievement through its committee structures, program review processes, and professional development activities. The College provided numerous examples of how it collects and uses student outcome data, its academic quality review process, and use of support area outcomes. Additionally, its efforts to ensure student equity go beyond data collection to include seeking feedback through focus groups and workshops. Since 2019, Leeward CC has established several committees focused on social justice, equity, and the advancement of underrepresented students to increase visibility of these issues and create a supportive environment. Examples of such committees include the

Social Justice League, Leeward Hui 'Ohana (familial alliance) and Queerify. The College also demonstrates its commitment to Native Hawaiians through student support programs such as the Kīpuka Native Hawaiian Center at Pu'uloa (NHCP) and the Wai'anae Moku Education Center (Wai'anae Moku). The College offers numerous professional development activities, maintains a robust program review process, and has an active participatory governance structure all of which foster a culture of continuous improvement. (I.B.1)

Leeward CC faculty and staff have established clear, measurable Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) for all instructional programs, and student learning and support services. Programs use these outcomes to complete the Annual Review of Program Data (ARPD) template, using program-specific disaggregated student data provided by the University of Hawai'i Community Colleges (UHCC) System. Leeward CC requires 15 instructional programs, four educational units, eight academic support units, four administrative units, 11 student support units, and two academic affairs units to evaluate outcomes annually. All SLO, Program Learning Outcomes (PLO), and SAO are assessed every five years. When the College recognized that some support areas' SAO were outdated or missing, it conducted a thorough investigation and committed to bringing them up to date. As of fall 2022, 100 percent of SAO had either been updated or were in the process of being updated. (I.B.2, ER 11)

The College annually reviews the eight institution-set standards for student achievement established by the UHCC System, including course completion, program completion, job placement rates, and key metrics used in the United States Department of Education College Scorecard. The College reports this data to ACCJC in its annual report. Leeward CC uses both Tableau Cloud (for employees) and Tableau Public (for the public) to share a variety of metrics. The College also provided an example of its response when data does not meet its own standards, specifically addressing the low four-year transfer rate to UH institutions and their approach to addressing or improving this outcome. (I.B.3, ER 11)

Assessment data, Annual Report Program Data (ARPD), and PLO mapping are used to provide opportunities for the College to assess student learning and achievement. The College also conducts internal reviews of its assessment process at a course level. Leeward CC's use of Anthology is relatively new, but the College states that an Anthology dashboard is being developed and will be shared with faculty. Academic programs utilize ARPD and PLO, while student support units assess SAO in the ARPD to evaluate success of learning and achievement strategies. Both divisions utilize CCSSE and targeted internal student surveys data. PLO are published in the catalog, and SLO are publicly available through the University of Hawai'i (UH) System Class Availability site. (I.B.4, I.C.1)

Leeward CC assesses mission accomplishment through an annual program review process that includes the ARPD, Comprehensive Review and Evaluation (CRE), and a Resource Request List. Each of these documents requires evidence of alignment with the College's mission or strategic plan. The ARPD serves as the central planning document for all instructional programs, as well as student learning and support programs. The ARPD template, created by the UHCC System, is part of the College's Integrated Planning and Budgeting Process (IPBP). The College's ARPD and

CRE are available to internal stakeholders via the College's intranet, and ARPD are publicly accessible through the UH System site. (I.B.5, I.B.8)

The UH System disaggregates student achievement data by categories such as Native Hawaiians, STEM majors, full-time versus part-time students, first-time students, transfer students, degree and certificate completers, Pell recipients, and distance learners. The UHCC System reports these findings for each campus and for the System as a whole, including achievement gaps in its analysis. UHCC System administration shares these findings with each campus and makes them available on the System's website. Leeward CC's OPPA provides additional analyses to further identify gaps among student subpopulations. Program and support areas develop then develop action plans to address gaps, which are included in the ARPD and other processes. (I.B.6)

The College operates within a multi-campus system. The UH Board of Regents (BOR), UH System, and UHCC System are each responsible for regular review of their respective policies and procedures. For College-specific policies, the OPPA established a five-year policy review calendar and developed a Policy-on-Policy Development and Review. The College defines its review process for all instructional programs, student support services, and academic services (i.e., learning support services) in Leeward CC's Program and Curriculum Review Policy and Procedures, which is reviewed every five years for continued effectiveness. (I.B.7)

The Vice Chancellor of Academic Affairs (VCAA) and the Campus Council, one of four Authorized Governance Body (AGB) with membership from all campus stakeholders, regularly evaluates the resource allocation process. In the summer of 2022, the Campus Council formed an Ad Hoc Budget and Planning Committee to address transparency concerns around the resource request portion of the College's IPBP. (I.B.7)

The College's four AGBs: Student Government, Pūko'a no Nā 'Ewa Council, Faculty Senate, and Campus Council, have roles and responsibilities outlined in Leeward CC's Shared Governance Policy. Each AGB regularly reviews its own charters, bylaws, or constitutions, and all are reviewed by an ad hoc governance committee every five years. (I.B.7)

While BOR policy requires campus mission statements to be reviewed at least every 10 years, the College's Policy on Institutional Mission requires the campus to review its mission statement every six years, in conjunction with the creation of the new strategic plan. From January 2022 to May 2023, the College conducted a review and revision process for its mission, vision, and strategic plan. This process included developing a formal plan to measure and assess institutional achievement of the mission, vision, values, and strategic plan. Additionally, an Employee Satisfaction survey is conducted every three years, with issues addressed by the Campus Council. (I.B.7)

Leeward CC's ARPD and CRE are available to internal stakeholders via the College's intranet and ARPDs are publicly available via the UH System site. The College shares its strengths and weaknesses, as identified through assessment and evaluation activities, with the College

community and stakeholders via meetings, AGBs, campus forums, and the campus listserv. Examples provided include OPPA distributing Fast Fact Fridays, Strategic Planning Data Briefs, and the Employee Satisfaction Survey findings through the listserv, as well as sharing the CCSSE findings at convocation. (I.B.8)

The College's IPBP timeline outlines a systematic, annual review process for continuous program evaluation and planning. Each fall, instructional programs and support areas assess their performance using data from the UHCC System and Leeward CC's OPPA, employing an ARPD template. Course-level assessments are conducted each semester, with results tied to program-level learning outcomes, which are then evaluated annually via the ARPD. Long-term program assessment is addressed through the CRE, where programs develop five-year action plans. Following ARPD completion, resource requests are made, prioritized based on criteria such as alignment with the College's mission and impact, and reviewed by division heads and the administration. The final prioritization forms the draft Institutional Prioritization List (IPL), which is further reviewed by campus stakeholders and approved by the Chancellor. The IPL guides resource allocation in the operating budget, which the Vice Chancellor of Administrative Services (VCAS) reviews annually. Additionally, the IPL and ARPD inform the College's grant-writing efforts. The College's institutional evaluation addresses both short-term and long-term needs, including human, physical, technological, and financial resources. Long-range planning, such as the strategic plan, occurs every six years, aligning with the College's mission and goals. (I.B.9, ER 19)

The College provided ample evidence of its integration of program review, planning, and resource allocation into a comprehensive process through its IPBP, which supports the accomplishment of its mission, and improvement of institutional effectiveness and academic quality. In addition, Leeward CC's Quality Focused Essay (QFE) focused on identifying high-priority issues relating to student learning and achievement to address in its Strategic Plan. (I.B.9, ER 19)

Conclusions:

The Institution meets the Standard.

I.C. Institutional Integrity

General Observations:

Leeward CC has established processes to ensure the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all individuals or organizations related to its mission statement, learning outcomes, educational programs, and student support services. This information is readily available on the Leeward CC and University

of Hawai'i Community Colleges (UHCC) websites, as well as in the College's printed and online Catalog.

The College maintains a well-developed website that provides current information to students and the community. The website includes details about the College in general, the courses and programs offered, resources available to students (including financial resources), and a link to its accreditation status on the homepage.

Findings and Evidence:

Leeward CC's website provides comprehensive information about the College, including general information, courses and programs offered, available student resources (including financial resources), and a link to its accreditation status on the homepage. The College regularly reviews its publications, and designated campus members annually review portions of the catalog to ensure accuracy and currency. The Office of Planning, Policy, and Assessment (OPPA) is responsible for maintaining the College Catalog and ensures that all catalog requirements are met. The College makes current and accurate information on student achievement available to the public through both the College Catalog and the website. Program Learning Outcomes (PLO) are published in the catalog, and Student Learning Outcomes (SLO) are publicly available via the University of Hawai'i (UH) System Class Availability site. (I.C.1, I.C.2, ER 20)

Leeward CC's regular program review process includes the analysis of student learning and achievement data for continuous program improvement. This information is shared on both the College and UHCC System websites to communicate academic quality to constituencies, including current and prospective students and the public. (I.C.3, ER 19)

The College's website provides descriptions and course requirements for every degree and certificate program offered, including course sequences, credit hours, prerequisites, and admission requirements if they differ from general college admission requirements (e.g., the Advanced Professional Certificate in Special Education). (I.C.4)

The College's OPPA established and monitors a five-year policy review calendar, collaborating with administrators and authorized governance bodies to ensure policies are reviewed regularly. While procedures at the College are overseen by individual programs and units, which set their own internal review timelines, in 2023, OPPA proposed guidelines for implementing procedures that affect multiple units or constituents. (I.C.5)

In 2023, the College transitioned to Quali Catalog for catalog publication. This system also serves as Leeward CC's curriculum management tool, ensuring that information is transferred consistently and reliably. Program links on the College website direct users to the catalog, further promoting consistency. (I.C.5)

Creative Services, a single company, manages the campus communication system, ensuring clarity and consistency in communication through centralized support for all College

communication, graphic design, and marketing services. The company also administers an annual survey to gather student preferences on communication methods and their campus experiences. (I.C.5)

Leeward CC's catalog and website provide current and prospective students with information on tuition, fees, and required textbook and instructional material costs. Tuition rates are broken down by residency status, including non-resident, Pacific Island jurisdiction, and upper-division course costs. The catalog also notes that there are no additional fees for lab or art classes and that Open Educational Resources and zero-cost textbooks are available. Financial Aid information is available on the College's website. (I.C.6)

As stated in the College's catalog and supported by UHCC policy and the University of Hawai'i Professional Assembly (UHPA), Leeward CC is dedicated to creating a campus environment that supports students and faculty in freely exploring and sharing knowledge. As part of the state public university system, the College does not seek to instill specific beliefs or worldviews in its students. (I.C.6)

Leeward CC upholds academic freedom, ensuring both faculty and students have the freedom to teach, learn, and engage in free inquiry and expression. The College does not promote specific beliefs but focuses on academic freedom within its disciplines. The UHCC System's Professional Ethics policy defines faculty academic freedom and responsibility, and policies are accessible online, including those of the UH System and the Board of Regents (BOR). The 2021-2025 collective bargaining agreement between the UHPA and the UH BOR also protects faculty academic freedom and is reviewed every five years. (I.C.7, ER 13)

The College's Student Conduct Code Procedures, based on the UH Systemwide Student Conduct Code Policy, outlines the consequences for dishonesty and conduct violations. These policies and procedures are communicated to current and prospective students through the College's website and catalog. All course syllabi include a standardized academic dishonesty statement. Leeward CC is also proactively engaged in staying current with advancements in AI. The College participates in a UHCC system-wide council to address the challenges and benefits of AI. Additionally, the College has offered workshops for faculty and developed a list of best practices and recommendations for syllabi that instructors may consider incorporating. (I.C.8)

Leeward CC follows the UHCC System's Statement on Professional Ethics (Faculty) regarding academic honesty and integrity, which is included in the faculty and staff For Your Information (FYI) Guidebook. This statement adopts the American Association of University Professors' guidelines on professional ethics, outlining academic freedom and responsibility for faculty. To ensure that professional ethics are maintained, the College uses various approaches, including the UHCC Faculty Classification Plan, which addresses tenure, promotion, and five-year reviews. Additionally, the Faculty Senate Curriculum Committee reviews course proposals to ensure they avoid personal conviction and include relevant accepted views within the discipline. (I.C.8, I.C.9).

(I.C.10) Standard does not apply, as conformity to specific beliefs or worldviews is not required.

(I.C.11) Standard does not apply, as no UHCC operates in a foreign location at this time.

Leeward CC consistently meets all reporting deadlines to the Accrediting Commission for Community and Junior Colleges (ACCJC) and publicly shares required reports on its compliance, including the annual and fiscal reports submitted in April 2024. The College has also submitted previous reports like the Institutional Self-Evaluation Report (ISER), Follow-Up Report, and Midterm Report on time, along with updates on distance education-related compliance in 2020, 2021, and 2024. The College's catalog and website identify ACCJC as the accrediting body, showcasing documents such as the ISER, Follow-Up Report, and letters reaffirming accreditation. Additionally, in January 2024, Leeward CC solicited third-party comments and disclosed dates for its upcoming peer review visit. (I.C.12, ER 21)

The College follows the BOR policy on Institutional Accountability and Performance, providing evidence of compliance with all state regulations and statutes. Four of Leeward CC's programs that include Culinary Arts, Automotive Technology, Health Information Technology, and Teacher Education, are accredited by external professional associations and are in good standing with all of them. (I.C.13, ER 21)

As part of the UH System, the College operates solely within the system and has no relationships with investors, parent organizations, or external interests. Providing students with a high-quality education is paramount to Leeward CC, as confirmed by the College's mission, vision, core values, and strategic directions. (I.C.14)

Conclusions:

The Institution meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Leeward Community College (Leeward CC) programs are aligned with its mission and accepted standards for higher education. These programs include pre-collegiate, noncredit, credit, career

education, and transfer programs. The College and District have sufficient policies and procedures in place to assess the quality of programs and use results to improve services and educational outcomes. The College mission includes a special commitment to Native Hawaiian students, which is fulfilled through intentional instructional programming and student support. The College had identified two areas of institutional need related to improving pre-collegiate English and math completion rates and has created improvement plans to address them.

Findings and Evidence:

Leeward CC offers instructional programs that align with its mission to provide “high-quality liberal arts and career and technical education.” In support of its mission’s “special commitment to Native Hawaiian students,” the College offers both a certificate and Associate in Arts (AA) degree in Native Hawaiian studies, ensuring all students have opportunities to engage in Native Hawaiian education. The College has a curriculum review process in place, and Program Learning Outcomes (PLO) are published for all programs in the College Catalog. In 2023, Leeward CC awarded 1,000 degrees and certificates. Job placement rates for career and technical programs ranged from thirty-six percent to eighty-one percent, and a high percentage of students who transfer to four-year campuses earned bachelor’s degrees. Notable programs such as Early College, which allows students to graduate with both high school diplomas and Associate in Arts (AA) degrees, and the Accelerated AA Online Degree program for working adults, further highlight the College’s commitment to student achievement across various learning modalities. (II.A.1, ER 9, ER 11)

The College has a regular review cycle and process in place to review and update curriculum, course content, and instructional methods. Faculty review and update every five years through the Curriculum Committee. Faculty review instructional programs through the Annual Report of Program Data (ARPD), which includes data on the “Program Health” of each instructional program, including student achievement. Review and analysis of the ARPD leads to the development of action plans to improve courses and programs, along with any related resource requests. (II.A.2.)

Faculty establish measurable course Student Learning Outcomes (SLO) through the course proposal process, when course outlines of record are presented to the Curriculum Committee. The Learning Outcomes Subcommittee reviews all new and revised learning outcomes on curriculum proposals. University of Hawai’i (UH) Policy for Instructional Comprehensive Program Review governs program SLO development and assessment via the College program review process. All Program SLOs are assessed at least once every five years through the Comprehensive Review and Evaluation (CRE) process. The annual and comprehensive reviews are fed into the Integrated Planning and Budgeting Process (IPBP). The College Policy on Course Syllabi requires faculty to include course outcomes on their syllabi and provide syllabi to students by the first day of the course. (II.A.3)

Leeward CC offers pre-collegiate courses in English, English as a second language, math, and quantitative methods. Pre-collegiate courses undergo the same curriculum process as college-level courses. The College Catalog distinguishes pre-collegiate courses from college-level courses. The number of students enrolling in English and math during their first year have decreased over the past five years. Completion rates have also varied, and Leeward CC has established an improvement plan to increase the completion rates of collegiate and pre-collegiate English and math successful course completion rates. (II.A.4)

The College's associate degree programs meet the required minimum 60 semester credits. The number of required credits is published in the College Catalog. The Curriculum Program Proposal Guide and Program and Curriculum Review Policy and Procedures include the criteria that adhere to the American higher education practices. Curriculum is reviewed and updated every five years. (II.A.5, ER 12)

Leeward CC schedules courses aligned with program pathways and published program maps in the College Catalog. The STAR Guided Pathways system helps students see their progress toward degree completion. The STAR system, Counseling and Advising Office, and enrollment dashboards provide real-time data for enrollment management and course scheduling. The College's efforts to reduce time to completion has resulted in a reduction in the number of credit hours for students to complete and an increase in awarded degrees and certificates. (II.A.6, ER 9)

The College has identified target student populations and developed programs to serve and meet their educational needs. To meet their working, part-time enrolled students, Leeward CC has developed an accelerated, online five-week program for students to earn a Liberal Arts AA degree. Aligned with the College commitment to the Native Hawaiian students, Leeward has the Kīpuka Native Hawaiian Center at Pu'uloa and provides student learning support at the Wai'anae Moku Education Center. Developmental math and English classes are available for students who assess below college-level. The Early College program serves almost one-fourth of the Leeward student population and provides student success supports for students who traditionally do not aspire to attend college. To support the transition to online courses, the DE Committee developed the Baseline Recommended Actions for Distance-Delivered Instruction. The Educational Media Center provides training for faculty to teach online, and students can take the LEE Online Learning Orientation. While Leeward CC offers most courses online, there is an intentional effort to schedule more in-person classes. Online courses are subject to the same curriculum review process as in-person classes, and the Distance Education (DE) Committee provides guidelines to ensure compliance with federal regulations. Learning support services are also provided in-person, online, and/or by phone. Faculty assess and adjust their teaching methods through feedback provided via student course evaluations and SLO assessment. (II.A.7)

The Assessment Committee is charged with overseeing the Prior Learning Assessment (PLA). The College has an established Prior Learning Assessment Program policy that specifies

how prior credit can be earned. The College does not use department wide course and/or program examinations. (II.A.8)

The College awards credit for courses, degrees, and certificates based on student attainment of course and program learning outcomes measured by grades for successful course completion. Using various evaluation methods such as exams, essays, and projects, each instructor is responsible for assessing if a student has successfully met the SLO. Instructors assess and report on SLOs via Anthology. The College's programs require successful completion of certain courses. It is successful completion of these courses that ensure PLOs have been met. Leeward CC students must earn a cumulative GPA of 2.0 to successfully meet program degree requirements as outlined in the Policy on Graduation. All Leeward CC courses must go through the College's curriculum approval process. The UHCC System's Credit Hour Policy (UHCC Policy 5.228, Credit Hour) provides guidance on awarding of course credits, degrees, and certificates. The College's academic credit hours conforms to the Carnegie Unit. (II.A.9, ER 10)

Leeward CC supports transfer and has policies to assist students with transfer. Being a part of the UH System, the College provides opportunities for students to seamlessly transfer from the 2-year to the 4-year within the system, and removes barriers by ensuring students who earn an articulated degree from Leeward CC shall be accepted as having fulfilled the General Education (GE) core requirements at all other UH system campuses (Student Transfer and Inter-Campus Articulation Policy). The UHCC's Reverse Transfer policy ensures that students who transfer to a UH system 4-year college before completing their associate's degree are automatically awarded the degree. The College has many articulation agreements in place and ensures that they meet its mission. Admissions and Records, counselors, the College website and catalog provide information and resources regarding transfer to all students. (II.A.10, ER 10)

The College publishes all programs and learning outcomes in its catalog. Each degree and certificate program includes PLOs that identify outcomes students will achieve upon completion of the program. At Leeward CC, PLOs address competencies, skills, reasoning, and ability to engage diverse perspectives. Course Designation Boards review and approve courses for designation or requirements. The PLOs for the College's largest academic program, Liberal Arts AA degree, align with the College's Institutional Learning Outcomes (ILO). College policy requires that all instructional programs assess at least one PLO annually and assess all every five years. (II.A.11)

The College adheres to the UH System and BOR policies on GE as well as its own GE philosophy outlined in the college catalog. Guided by the GE philosophy, each associate degree program includes a component of GE. The College divides its GE core requirements into two categories: foundations and diversification. To ensure the College's GE requirements are robust, there are six faculty-led GE boards that review and assess proper designation. The Faculty Senate GE committee reports to the Faculty Senate on the progress of the six boards. (II.A.12, ER 12)

Each of the College's associate degree programs include focused study in one area of inquiry or discipline. Career and Technical Education (CTE) programs require demonstrated competencies related to workforce needs and external licensing and/or certification. Per the Curriculum Committee Proposal Guide, each degree program must include PLOs as well as core and GE requirements. Designation of courses that fit into the core requirements category is purview of the faculty. (II.A.13)

The College's Office of Workforce Development (OWD) has strong relationships with industry and licensing agencies and utilizes Advisory Committees to ensure program competencies are relevant and current. Particular attention is paid to the needs of the community. For example, in 2023 Leeward CC collaborated with the Health Care Association of Hawai'i to pilot a Certified Nurses Aid (CNA) program at three local high schools providing students an industry certification before completing high school. All credit and noncredit programs partner with Industry Advisory Boards that assist faculty in developing relevant SLOs, assess technical and professional competencies, recommend curriculum updates, discuss emerging industry needs, and provide current labor market data and work-based learning activities. (II.A.14)

At Leeward CC, policies and procedures are in place to ensure students can complete their education in a timely manner if the program is eliminated or significantly changed. When a program has been terminated or changed drastically, counselors contact students to advise them of a way to complete or change their major if necessary. (II.A.15)

The College regularly reviews existing programs and is committed to enhancing student learning. By conducting annual ARPD and comprehensive five-year CRE evaluations, the College leverages IPBD to ensure it is providing high quality instruction by utilizing program assessments to allocate resources and improve programs. Through the Curriculum Committee's process, all courses are reviewed and updated at least once every five years. (II.A.16)

Conclusions:

The Institution meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Leeward Community College (Leeward CC) provides library and learning support services aligned with its mission to serve all students at both instructional sites. The College selects and maintains instructional materials and equipment to support student learning both onsite, remotely, and via additional modalities such as email, phone, and zoom. Library and learning support services are regularly evaluated and assessed for any needed improvements. Leeward CC assures the currency, maintenance, and reliability of services provided either directly or

through contractual arrangements and evaluates these services to ensure their effectiveness. The College provides sufficient library and other learning support services to support educational programs and student learning.

Findings and Evidence:

Leeward CC supports student learning and its mission by providing a multitude of library and learning support services for both on-site and online students. Services available include library collections and instruction, tutoring and writing services, disability services, testing services, computer laboratories, and technical assistance. Evidence shows that comparable services are available at both campuses. The College is part of the University of Hawai'i (UH) System and students, and faculty can request items from other UH System libraries. Items can be routed to either campus for ease of access by students or faculty. Students have access to the library's digital collection 24 hours a day via the website. In addition to offering an impressive print collection, the library offers access to periodicals, microfilm pieces, audiovisual items, and to databases that provide access to streaming videos, e-journals, and e-books. At the Pu'uloa campus, the library offers 27 desktop computers for in-library use, a self-service kiosk with 30 laptops for short-term, on-campus use, 30 loaner laptops for semester-long use, and 15 iPads for short-term, on-campus use, and 25 loaner Wi-Fi hotspots. The technology available for student use is varied and supports student success; however, based upon the headcount, the College could explore securing more devices for student check-out. The breadth of support services, which include tutoring services, the Help Desk, the Test Center, Disability Services Office, and the Kipuka Native Hawaiian Center at Pu'uloa, are sufficient to support student learning and success. The College could improve its advertising of the 24/7 online availability of the Tutor.com services. (II.B.1, ER 17)

At Leeward CC, it is the responsibility of library faculty and staff, with input from instructional faculty to curate and maintain the library's materials and equipment. The use of an online request form, as well as library staff attending department meetings, provides a straightforward way for faculty to recommend materials. Library faculty work with instructional faculty to develop guides for specific courses and develop subject guides for students to conduct research in a specific area. The faculty coordinator for the Learning Resource Center (LCR) and Writing Center works directly with faculty and staff to offer workshops on writing skills, success skills, and campus resources. The Writing Center has an Open Educational Resources (OER) video series that is available to faculty and students. Math faculty work directly with the Math lab to ensure there are current textbooks and solutions manuals in the lab. The Information Technology Group (ITG) works directly with instructional faculty to ensure that technology in learning and support spaces meets student and program needs. The Disability Services Office faculty work closely with instructional faculty to ensure student accommodations are fulfilled. Library faculty and support services staff work closely with instructional faculty to select and maintain educational materials, equipment, and technology that directly supports student success. (II.B.2)

Leeward CC uses a variety of assessment methods and data to evaluate the library and other instructional support services. Student Satisfaction Surveys, the Annual Report on Program Data (ARPD), and information collected from Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) assessments provide guidance and insight into the efficacy of campus equipment, technology and resources designed to enable students to achieve desired learning outcomes. The library is the only department that has SLOs in addition to SAOs. Data is used for continuous improvement. The Disability Services Office (DSO) used data from the 2021 ARPD to develop high school outreach and an instructional video. These initiatives aim to help students transitioning directly from high school to Leeward CC manage their expectations regarding the College's DSO services and encourage more students to take advantage of these services. (II.B.3)

Leeward CC, part of the UH system, relies on the system to purchase and administer a system-wide library management system that facilitates lending operations, sharing across campuses, and electronic resource management. The UH system in turn is part of the Hawai'i Library Consortium, which allows the College to leverage the consortium for purchasing of resources. The College has contracts for services and resources to include a variety of full-text, web-based databases. The College's library subscribes to LibGuides which are used to develop subject specific guides for faculty and student use. The College subscribes to, or contracts with, several technology-based platforms that facilitate student printing and scanning; theft detection; tutorial appointments; Tutoring.com; and Accuplacer (English and math placement assessment). Service contracts allow for the College to provide accommodation and support services such as interpreting services. College support and services contracts are assessed annually for use and effectiveness through the ARPD and CRE processes. (II.B.4, ER 17)

Conclusions:

The Institution meets the Standard.

II.C. Student Support Services

General Observations:

Leeward Community College (Leeward CC) has a process in place to evaluate the quality of all student services, ensuring they support student learning and align with the institution's mission. The College's annual assessment of programs and services is outlined in its assessment policy. A wide variety of services, including co-curricular and counseling services, are offered to help students develop leadership and life skills as they pursue their educational goals. The College has established policies and procedures for students seeking to enroll in courses. Additionally, the College has implemented web-based services for registration and orientation,

alongside its face-to-face Welcome Center. The Board of Regents (BOR) Policies and Administrative Procedures govern the process for maintaining and securing student records.

Findings and Evidence:

Leeward CC has an evaluation process in place to measure the quality of its support services. Services are evaluated annually, as described in the College's Policy on Assessment, and comprehensively every five years. The assessment of student services occurs at different intervals depending on the type of evaluation, either annually or on a five-year cycle. Additionally, Leeward administers the Community College Survey of Student Engagement (CCSSE) bi-annually to assess and improve existing services for students. (II.C.1, ER 15)

Leeward CC also conducts a comprehensive evaluation process through Service Area Outcome (SAO) assessments. Document reviews demonstrate that the results of these assessments are used to improve student services. (II.C.2)

Leeward CC regularly assesses student needs for services and ensures access to these services regardless of location or delivery method. Remote services are available at all locations, and where face-to-face options are not available, online services are provided for all student service departments. In addition to core services, the College established specialized units such as Hawai'i Nutrition Employment and Training Program (HINET), which supports students in career and technical education, and the Veterans Resource Center (VTC), which provides dedicated services for military-affiliated students. Leeward CC also prioritizes mental health, with expanded services funded by a recent grant aimed at enhancing support for Asian, Pacific Islanders, and Native Hawaiian students. The College ensures a supportive and inclusive environment for all students, regardless of their academic or personal backgrounds. (II.C.3, ER 15)

The College offers a wide variety of co-curricular programs that enhance the student's experience and align with its mission. These programs provide both face-to-face and online opportunities for student engagement. Institutional policies and procedures guide the implementation and operation of co-curricular activities and student government, with financial oversight provided by the College. (II.C.4)

Counseling and academic advising services are available to students. These services are evaluated and improved annually through outcomes assessment and the Program Review process. Evidence shows that counseling services have enhanced student success and that academic requirements are communicated accurately and timely. (II.C.5)

BOR Policy and UH Administrative Procedures outline the College's admission policies and the qualifications required for students to enter respective academic programs. These criteria align with the College's mission and are published both in the catalog and on the Admissions and Records (A&R) website. The admissions criteria for specialized student populations are also

available in the catalog and online. Additionally, the College uses STAR to advise students on appropriate pathways based on their stated educational goals. (II.C.6, ER 16)

Placement processes use multiple measures, including the EdReady assessment tool. Students assessed with EdReady have higher course completion rates than those assessed with other measures. (II.C.7)

Leeward CC has BOR Policies and Administrative Procedures outlining the processes for securing, maintaining, and storing student records. Policies governing the release of student records are published in the College catalog and online. (II.C.8)

Conclusions:

The Institution meets the Standard.

Standard III Resources

III.A. Human Resources

General Observations:

The College has four employee groups. The civil service employee group is overseen by the Department of Human Resources for the State of Hawai'i, while the other three groups are overseen by the system's Human Resources department.

The College is committed to following inclusive and appropriate hiring practices, ensuring that successful candidates meet the minimum qualifications for employment. Job announcements clearly identify the necessary qualifications. The College strives to employ sufficient personnel across all constituent groups and maintains an adequate number of qualified faculty, including both full-time faculty and part-time lecturers. The College has methods in place for identifying the professional development needs of all employees and offers ample opportunities for professional growth. All employees are regularly evaluated according to publicized criteria that comply with federal and state laws, as well as collective bargaining agreements. The University of Hawai'i (UH) System and Board of Regents (BOR) policies promote an understanding of equity, diversity, and social justice, and outline a code of ethics along with consequences for violations.

Findings and Evidence:

Leeward Community College (Leeward CC) employs a diverse group of people in a diverse set of positions. Collectively, the different employee positions contribute to integrity and quality of programs and services at the College. Executive and managerial positions and responsibilities are defined by BOR policy (EP 9.212 Executive/Managerial Classification and Compensation). The policy describes the recruitment procedures and a commitment to diversity in hiring. Executive Policy 5.221 (Classification of Faculty) explains faculty positions and duties. In addition, the policy clarifies the role of faculty in promoting the College's mission and values. The hiring process procedures ensure a diverse pool of applicants which is supported through the Equal Employment Opportunity and Affirmative Action (EEO/AA) official in Human Resources. The procedures define the role of faculty in supporting the College's mission. Filling Administrative, Professional and Technical (APT) positions is explained in AP 9.540 (Recruitment and Selection of Faculty and Administrative, Professional and Technical (APT) Personnel). Description of job categories and responsibilities is defined in the Classification and Compensation Plan for APT Personnel. Positions are advertised on appropriate public websites for all job categories. Job descriptions show that fulfilling the College's mission/values is part of the job requirement. The final employee category is civil service positions which are defined by the UH System. The Hawai'i Department of Human Resources Development develops minimum qualifications for these positions. The Department is also responsible for the policies and procedures which define general responsibilities of civil service positions and explain the recruitment process. (III.A.1)

The University of Hawai'i Community Colleges (UHCC) Faculty Classification Plan explains that faculty must meet minimum qualifications in the subject matter for which they are applying. In addition, job descriptions provided include a list of duties required and desirable qualifications. Included as a qualification is to demonstrate experience with the University's mission. Job descriptions for lecturers show that knowledge of the community college level is a desired qualification. The Faculty Classification Plan also describes the primary responsibility of faculty including instruction. As part of this responsibility is the development of "measurable or observable student learning" and outcomes. In addition, faculty "must contribute to the development of the curriculum and program improvement." (III.A.2, ER 14)

Executive Policy 9.212 (Executive/Managerial Classification and Compensation) outlines the hiring process for managerial positions. Job descriptions for these positions include the job's responsibilities of the role, minimum qualifications such as degrees required, experience, and other necessary skills. The job descriptions reviewed demonstrate that the qualifications required include experience working in academic institutions or education, with an emphasis on experience that contributes to institutional effectiveness and academic quality. (III.A.3)

Job descriptions provided confirm that, as a requirement of the position, all degrees must come from regionally or nationally accredited institutions. Non-U.S. degrees are only accepted if equivalence has been established through the National Association of Credential Evaluation Services. (III.A.4)

Human Resources ensures that all employees are regularly evaluated and provides written criteria for each employee group. EP 9.202 (Executive Employees Performance Evaluation), including the Chancellors and Associate Vice Presidents, describes the annual evaluation process for Executive/Managerial employees. In addition, EP 9.212 explains in more detail the annual evaluation process and criteria for these Executive/Managerial employees. Tenure-track faculty are evaluated every two years while tenured faculty are evaluated at least every three to five years (9.203, Faculty Five-Year Review). Faculty are provided with the Guidelines for Tenure and Promotion document which includes a list of the areas on which the faculty member will be evaluated. There is a clear timeline for evaluation as well as written feedback from each evaluator. Lecturers are evaluated on a separate set of guidelines at least once every one to four years (9.104. Lecturer Evaluation). APT personnel are evaluated annually, and the supervisor discusses the review with the employee including goals and plans for improvement (A9.170). Civil service employees are evaluated annually using the performance appraisal system created by the Department of Human Resources Development for the State of Hawai'i. (III.A.5)

Effective January 2018, Standard III.A.6 is no longer applicable. (III.A.6)

As of fall 2022 the College had 126 Full-Time Equivalent (FTE) instructional faculty, 59.4 FTE lecturers, and 38 FTE non instructional faculty. The College uses the Annual Report of Program Data (ARPD) to help identify needs for each program, including human resources. Programs are provided with enrollment and staffing data to help determine if there is a need. New full-time position approval must come through the state legislature but existing positions, when they come open, are reallocated to programs in need. (III.A.7, ER 14)

Leeward CC has policies and practices in place to support part-time (lecturer) faculty. Lecturers are evaluated using separate evaluation criteria and on a separate timeline than full-time faculty (9.104. Lecturer Evaluation). New lecturers are provided with a New Hire Orientation. The bylaws of Campus Council designate a lecturer representative seat. Senate rules specify committee members are open to Faculty and lecturers. The Lecturer Mentor Group helps support the professional development of lecturers and offers workshops specifically focused on the needs of lecturers. (III.A.8)

The College maintains a sufficient number of qualified staff to support its educational, technological, physical, and administrative operations. The UH System does not set formal staffing rations, at Leeward CC, the Chancellor and executive administration review staffing levels for the various constituency groups. The UHCC System analyzes and reallocates positions that have gone unstaffed by the College. As of fall 2022, Leeward CC had 352.4 FTE positions. The need for additional staffing is demonstrated through a department's annual ARPD, which is part of the College's Integrated Planning and Budget Process (IPBP). The pandemic created unprecedented budget challenges resulting in a hiring freeze and elimination of positions. In 2022-2023, Leeward CC received UH system approval to begin filling positions and the hiring freeze ended in June 2023. (III.A.9, ER 8)

The College employs a sufficient number of qualified administrators to sustain continuity and provide effective administrative leadership in support of its mission and goals. While the UHCC system does not set administrative staffing ratios, the system does review and compare executive and managerial positions across all CC campuses. The College's organization charts are reviewed annually by the Chancellor and UHCC approved. The College evaluates executive leadership on an annual basis. (III.A.10, ER 8)

Leeward CC has an established set of published personnel policies and procedures that are fair, equitable, and consistently administered. BOR, UH system, UHCC system, and College human resource policies are published on the System and College websites and are reviewed every three years to maintain currency and relevance. The EEO/AA coordinator is charged with equitable and consistent compliance of personnel policy and procedures. Leeward CC has a nondiscrimination and affirmative action web, and all new employees receive a briefing on personnel policy at the New Hire Orientation. (III.A.11)

Through established policy and procedure, Leeward CC maintains programs and services that support its diverse staff and regularly reviews its employment record with respect to equity and diversity. Leeward CC is an EEO/AA institution. Guidance in the College's practices related to equity and diversity begins when a new employee is onboard. The UH system holds regular workshops and training seminars, some which are mandatory, regarding sexual harassment, workplace violence disabilities, EEO/AA and diversity, and recruitment selection, and hiring. In accordance with UH's mission to become a leading indigenous-serving institution, Leeward CC is diligent in conducting regular EEO/AA plan analysis that is incorporated into the recruitment and hiring process. Targeted job postings ensure a diverse applicant pool. All UH employees are required to complete online Title IX training every two years. In compliance with federal regulation, both learning sites have designated Title IX coordinators and two Title IX confidential contacts. (III.A.12)

The College follows written, approved ethics policies for all its employees, which set forth consequences for violating the policies. The BOR provides the policy on ethical standards and conduct for the various constituency groups. The UH system provides policies and practices on conflict of interest, allegations of research and scholarly misconduct, and has a policy statement of professional conduct for faculty. As part of the larger UH system, Leeward CC adheres to the Hawai'i State Standards of Conduct. The College includes the Hawai'i State Ethics Guide and the UHCC stem Statement of Professional Ethics policy on the new hire checklist. (III.A.13)

The College provides all employees with appropriate opportunities for continued professional development. Professional development activities are evaluated for impact and evaluation results are used for continuous improvement. At Leeward CC, there are two service areas, the Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC), both charged with providing personnel and professional development for all staff consistent with the College's mission. The ICTL supports student success by providing faculty and staff with opportunities to innovate and grow professionally. ICTL staff designate professional development funding that supports faculty in currency and relevancy in their areas,

certifications, and technology needs. During the pandemic, the ICTL staff awarded approximately \$15,000 in COVID relief funds to faculty in support of their pandemic-related evolution in teaching practices. The ICTL staff offers the New Hire Orientation. All funding, training, and workshops are evaluated and assessed to ensure their appropriateness and alignment with the College's mission. The ECM provides all constituency groups with professional development opportunities and online learning resources related to using technology in the workplace and classroom. The EMC worked with the Faculty Senate on the Distance Education (DE) Guidelines as well as pilot programs that helped faculty self-assess their DE courses and Re(design) and review their online courses. Feedback for the pilot programs assisted the DE Committee in launching a three-part regular and substantive interaction campaign during the spring 2024 semester. The UH and UHCC systems also provide training opportunities for employees. (III.A.14)

Leeward CC follows UH System personnel records policies and has provisions for keeping personnel records secure and confidential. All employees have access to their personnel files upon request. Furthermore, the personnel records are kept in accordance with the law and collective bargaining agreements. Internal security measures such as facility security, access tracking, and video surveillance ensure records are stored and accessed appropriately. (III.A.15)

Conclusions:

The Institution meets the Standard.

III.B. Physical Resources

General Observations:

Leeward Community College (Leeward CC) demonstrates a strong commitment to maintaining safe, sufficient, and accessible physical resources across all its locations, including the main campus and specialized centers like the Wai'anae Moku Education Center. It ensures compliance with accessibility standards such as the Americans with Disabilities Act (ADA) and adapts to evolving needs, such as offering remote services during the COVID-19 pandemic. The College's planning and budgeting processes are aligned with its goal of sustainability, as evidenced by its near net-zero energy status since 2020. Regular assessments, such as the use of the Facilities Renewal Resource Model, guide improvements and space utilization, while the Long-Range Physical Development Plans ensure that capital projects align with strategic goals. However, challenges such as staffing shortages affecting landscaping have impacted satisfaction in certain areas.

Findings and Evidence:

The College operates its main Pu'uloa campus and the Wai'anae Moku Education Center (Wai'anae Moku), with additional facilities like the Wahiawā Value-Added Product Development Center (WVAPDC). The campus facilities span across multiple buildings on large properties, and the vice chancellor of administrative services oversees property management, security, and safety. The College ensures continuous evaluation and resource allocation through an Integrated Planning and Budgeting Process (IPBP), which includes regular assessments like the Annual Report of Program Data (ARPD) and Comprehensive Review and Evaluation (CRE) to identify physical resource needs, including repairs and safety concerns. Maintenance and safety concerns are reported and managed through various channels, including an Operations and Maintenance (O&M) unit and a security team that operates 24/7 at the Pu'uloa campus and during operational hours at the Wai'anae Moku location. (III.B.1)

Leeward CC emphasizes physical accessibility, safety, and compliance through collaboration with local agencies like the Disability and Communication Access Board and ongoing assessments to ensure adherence to the Americans with Disabilities Act (ADA). Key improvements include ADA-compliant walkways and shuttle areas. Additionally, the College addresses concerns raised by students, faculty, and governance bodies through structured reports and ongoing upgrades to campus facilities. The College's commitment to accessibility is reinforced by policies to ensure nondiscrimination and language access, as well as actions taken in response to findings from civil rights compliance reviews. The University of Hawai'i System also plays a central role in managing larger facility projects and supporting environmental health and safety initiatives. During the COVID-19 pandemic, Leeward CC adapted its operations to ensure safety by moving to remote services and planning for a safe return to campus. (III.B.1)

The College uses its mission-driven IPBP to request resources that support its programs and services, including physical resources. A prime example of facility planning aligned with the College's mission is the Wai'anae Moku Education Center, which has undergone renovations since moving to its permanent site in 2017. These updates have enhanced student services, including adding science labs, classrooms, and food service options. The renovation of the Kīpuka Native Hawaiian Center at Pu'uloa in 2019 also illustrates successful facility planning, with increased student usage and improved outcomes for Native Hawaiian students in STEM fields. Additionally, the WVAPDC, opened in 2024, reflects the College's efforts to address workforce needs in Hawai'i through a state-of-the-art facility focused on food-related product development. (III.B.2)

Leeward CC is committed to ensuring its faculty, staff, and programs have the necessary resources, including modern equipment, through the IPBP and an annual Operational Expenditure Plan (OEP) that allocates nearly \$1.2 million for updating technology, smart classrooms, and library resources. The College also prioritizes sustainability, aligning with the University of Hawai'i Community College (UHCC) Strategic Direction. In 2020, Leeward CC became the first nearly net-zero energy campus in the country, generating 97 percent of its energy from on-site photovoltaic systems, including solar shade canopies and rooftop arrays. (III.B.2)

Leeward CC employs several tools for ongoing facilities planning, including the Facilities Renewal Resource Model, eFacilities AiM, and room utilization reports. These resources help track classroom usage, equipment inventory, and overall campus facility utilization. By comparing data with other University of Hawai'i (UH) campuses, the College identifies trends and determines current and future space needs, with the IPBP facilitating the identification of areas for improvement. For example, the demand for the Associate in Science in Natural Science program highlighted the need for upgrades to the Oceanography classroom and lab. Between 2017 and 2020, the College completed various facility upgrades, such as new science labs and classroom renovations, to meet these needs. (III.B.3)

To assess the effectiveness of its facilities, the College conducts an Employee Satisfaction Survey every three years, which has shown improvements in most areas related to the physical environment. However, landscaping satisfaction declined between 2019 and 2022, likely due to increased construction and staffing shortages in groundskeeping. The hiring freeze imposed by the UH System during the pandemic further exacerbated these staffing issues, but the freeze was lifted in June 2023, allowing the College to address the shortfalls and improve campus maintenance. The Oceanography classroom and lab upgrade is expected to be completed in 2026. (III.B.3)

Leeward CC follows the UH System's policies on Long-Range Physical Development Plans (LRDP) to guide its future capital improvement projects. The College's LRDP serves as a comprehensive capital improvement and land-use plan for the Pu'uloa and Wai'anae Moku campuses, aligning with the College's strategic plan. This planning process is collaborative and ensures that capital projects support the College's goals. For example, the LRDP was updated to reflect renewable energy initiatives based on the College's and UHCC System's 2015 strategic objectives. The plan also provides a framework for requesting additional funding for capital improvement projects. (III.B.4)

Capital Improvement Programs (CIP) at the UH System, UHCC System, and Leeward CC include both major and minor projects, addressing building renovations, new structures, and long-term maintenance. These projects are aligned with the goals of the College and UH System, and the total cost of ownership is considered in the planning stages. The College uses the Capital Project Information and Justification Sheet to estimate costs and assess the project's scope, design, construction costs, and future operational impacts. This detailed planning ensures that all construction projects account for the total cost of ownership before receiving funding approval from the state legislature and governor. Additionally, the College follows Board of Regents (BOR) policies for managing real property interests and planning. (III.B.4)

Conclusions:

The Institution meets the Standard.

III.C. Technology Resources

General Observations:

The Academic Services unit at Leeward Community College offers comprehensive support to students, employees, and the community, with a focus on technology management through the Information Technology Group (ITG). ITG oversees campus technology infrastructure, including servers, networks, and security, ensuring the College maintains a sustainable and secure technology environment. This is achieved through a structured Technology Replacement Plan, regular evaluations, and a robust disaster recovery strategy. Leeward CC's commitment to technology is further supported by the Library and Educational Media Center (EMC), which provides essential teaching tools and training opportunities. With continuous feedback from faculty, staff, and students, the College prioritizes technology upgrades and ensures accessibility across its locations. Additionally, professional development and distance learning services are integral to fostering effective technology use, guided by the University of Hawai'i System's policies on security and resource management.

Findings and Evidence:

The Information Technology Group (ITG) maintains and manages all Apple and Windows computers and other ITG activities at the College. The College implemented a Technology Replacement Plan to ensure that employees have a computer not older than five years. The College has also provided investment to fund network/server infrastructure costs, software maintenance contracts, classroom technology, employee and student-use computers. The College's technology infrastructure is sufficient to maintain and sustain both in-person and Distance Education (DE) teaching and learning offerings. Assessment of technology solutions are evaluated via a user survey. The College provides robust information technology support to address the operational, management, and student learning support needs. (III.C.1)

The College uses its Integrated Planning and Budgeting Process (IPBP) to prioritize needs when making decisions about technology purchases. The University of Hawai'i (UH) System is responsible for providing the College with a variety of enterprises, facilities, resources, and student management systems. Through the usage of the Annual Report of Program Data (ARPD) and the IPBD processes, the College plans for future updates and enters discussions of replacement of equipment. (III.C.2)

The College ensures that technology resources at both the Pu'uloa and Wai'anae Moku locations are reliable, backed up, safe, and secure. The College has an appropriate system for reliability and emergency backup. The College addresses technological computing needs to develop their five-year technology plan, by utilizing feedback from student services and academic divisions. The refresh model, the five-year replacement plan, provides equitable equipment replacement solutions throughout the institution. (III.C.3)

The College provides an appropriate level of instruction and support for faculty, staff, students, and administrators. The Educational Media Center (EMC) is the primary provider for these types of supports. The College allocates resources for professional development and training in technology related to programs and services. The College assesses the need for professional development and training in technology for employees through the regular evaluation of its services. (III.C.4)

The College has established policies and processes to make appropriate decisions on technology resources. The College is largely governed by the UH System policies: Use and Management of Information Technology Resources, Institutional Data Classification Categories and Information Security Guidelines, and System and Campus Wide Electronic Channels for Communicating with Students. (III.C.5)

Conclusions:

The Institution meets the Standard.

III.D. Financial Resources

General Observations:

Leeward Community College's (Leeward CC) funding structure is diverse and well-managed, encompassing general, special, revolving, bond, and extramural funds to support various programs and services. The College follows a transparent and participatory financial planning process aligned with the University of Hawai'i (UH) System's strategic goals. Its budgeting process, guided by the Integrated Planning and Budgeting Process (IPBP), prioritizes resource allocation and integrates both current and future institutional needs. The College adheres to state and UH guidelines, ensuring compliance and transparency through regular assessments, external audits, and effective oversight mechanisms, such as the Kualii Financial System (KFS). Leeward CC maintains financial integrity through healthy reserves, liability management, and responsiveness to audit findings, ensuring financial stability while aligning resources with institutional goals and regulatory requirements.

Findings and Evidence:

Leeward Community College has a diversified funding structure consisting of general, special, revolving, bond, and extramural funds. General funds, created through the Hawai'i state legislative process, support the University of Hawai'i Community Colleges (UHCC) System and are used to maintain service levels and fund strategic goals. Special funds, primarily derived from tuition and fees, support instructional and academic programs. Revolving funds sustain specific programs, like noncredit instruction and student activities, requiring them to cover costs and contribute to campus operating expenses. Bond funds, sourced from state and UH

System-issued bonds, finance capital improvements, renovations, and deferred maintenance. Extramural funds come from grants and contracts to support project-based initiatives aligned with the college's mission. Financial planning at Leeward CC is transparent and overseen by the UH Board of Regents (BOR), ensuring financial stability with a minimum five percent cash reserve and a ten percent target reserve for contingencies. For fiscal year 2023-2024, the College's unrestricted revenue was projected at \$45.35 million, with expenditures of \$37.78 million, creating a surplus that will be reallocated to priority needs. Budgets for general, special, and revolving funds are managed using the UH System's Kuali Financial System, and the College monitors its financial performance through regular reports and adjustments by account supervisors. (III.D.1, ER 18)

The UH System finalized its Strategic Plan for 2023-2029 in fall 2022, after extensive consultation with internal and external stakeholders. This plan serves as the foundation for institutional and financial planning across the UHCC System, with the UHCC's own strategic framework, finalized in fall 2023, largely mirroring the UH System's plan. Leeward CC developed its own mission and strategic plan for 2023-2029, which aligns with the broader system goals. The College's IPBP uses this plan as a basis for program assessment and resource allocation, with all instructional programs and support areas participating in the process. The IPBP begins with an Annual Report of Program Data (ARPD), which includes assessment measures, action plans, and required resources. The College also conducts a Comprehensive Review and Evaluation (CRE) every five years for long-term planning. Programs then create a prioritized Resource Request List, which is incorporated into the annual Operational Expenditure Plan (OEP) after a collaborative prioritization process. For example, the Kīpuka Native Hawaiian Center identified a need for peer mentors, which was prioritized in the 2023 OEP. The College ensures timely dissemination of financial information through policies requiring fiscal oversight and responsible budget processes, with reliable financial data provided through the Kuali Financial System and other reporting tools. (III.D.2)

The Hawai'i State Department of Budget and Finance issues biennial guidelines that outline state priorities, revenue projections, and budget request protocols. These guidelines are used by the UH System's budget office and various administrators to build the overall UH System budget. The College incorporates constituent participation into its financial planning through its IPBP. Each year, College programs and units gather input from faculty and staff to prioritize resource requests based on program assessments, which are then reviewed and refined by the administration into an Institutional Priorities List (IPL). This draft IPL is shared with the campus community and governance bodies, who collaborate to review and finalize it. The final IPL is included in the College's OEP, which is distributed campus wide. The College continues to improve its IPBP, as seen in the 2023 Campus Council recommendations to enhance transparency. The UHCC System compiles and submits the annual budget to the UH System Budget Office, incorporating the OEPs from each campus, with the final budget presented to the BOR for discussion and approval. (III.D.3)

The funding for the UH System, UHCC System, and Leeward CC comes from various sources, each governed by specific state statutes, regulations, and policies. Institutional planning

regularly assesses these resources to meet required expenditures and strategic goals. For example, the UH System has a structured process for setting tuition rates, incorporating feedback from stakeholders like students, faculty, and staff, and using historical enrollment data to create realistic revenue projections, which are included in the annual budget submitted to the BOR. The UH System's vice president for budget and finance, along with various campus administrators, is responsible for building the budget, and fiscal updates are provided to the BOR annually and quarterly. The UHCC System compiles and submits the annual budget to the UH System's Budget Office (UBO), incorporating each campus's OEP and reviewing it against prior year data and economic forecasts. The College develops its OEP based on available funds and tracks budget performance through monthly reports distributed by the Business Office. Quarterly Financial Management Group meetings involving faculty, staff, and administrators help ensure effective fund utilization, and the Vice Chancellor for Administrative Services (VCAS) regularly discusses budget plans with the College's governance bodies. (III.D.4)

The UH has robust systems to ensure timely, accurate, complete, and reliable financial information. Key components of the UH System's internal control structure include comprehensive business and finance policies, information technology controls, automated Kualii Financial System workflows, and oversight policies for revenue-generating programs. The BOR provides oversight through its Audit Committee, which reviews both internal and external audits. The UH Office of Internal Audit reports directly to the Audit Committee and presents an annual audit plan for approval. External auditors conduct two major audits annually, one of the financial statements and another in accordance with Government Auditing Standards. Policies and procedures are regularly reviewed and updated to enhance internal controls. At Leeward CC, account supervisors use the Kualii Financial System to track budgets, expenditures, and balances. The Business Office ensures adequate fund availability before fiscal transactions, provides monthly expenditure reports, and maintains separation of duties for authorization purposes. The Business Office also reviews its practices annually for continuous improvement. Financial planning and budgeting information, including the OEP, is shared with the campus, and the UHCC System provides semesterly budget updates to each campus. (III.D.5)

The UHCC System ensures the credibility of its annual budget through thorough reviews and continuous monitoring. Before submitting the budget to the UBO, the UHCC System compares it to prior year actuals and considers economic changes. Variances between the budget and actuals are discussed with the BOR before approval, and quarterly discussions focus on the adequacy of unspent budget amounts. Audits further confirm the integrity of financial practices. The UHCC System posts monthly budget reports on its website, and Leeward CC's Business Office provides various reports to account supervisors to manage funds effectively. The Business Office also prepares quarterly summaries for administrators. The College ensures that its budget planning and investments align with program needs and student learning goals through the IPBP, which fosters transparency, integrity, and collaboration. (III.D.6)

The UH System undergoes two major annual audits: a financial statement audit and a Single Audit required for entities receiving federal funds. The System consistently receives unqualified audit opinions, indicating that its financial statements are fairly presented. The Single Audit also

finds no material weaknesses in internal controls over compliance. When issues are identified, they are documented in an Internal Controls and Business Issues Report, and the BOR Audit Committee ensures timely corrective actions. The College had one audit finding in 2022 regarding the untimely return of Title IV Federal Pell Grant funds, which was addressed through corrective actions, including a new weekly confirmation step to ensure compliance. (III.D.7)

In addition to the annual external audits, the UH System's Office of Internal Audit conducts internal audits to assess financial management practices and internal controls. The findings are reviewed by the UH System vice president for budget and finance with the BOR Audit Committee to improve financial plans. Leeward CC's IPBP includes annual assessments of financial plans, fostering continuous improvement. The College's Business Office completes an ARPD to evaluate its financial management and internal controls, using findings to create action plans for improvement. Additionally, the BOR and UH System regularly review and update their policies and procedures to ensure strong internal controls. (III.D.8)

The UHCC System requires each campus to maintain adequate financial resources to ensure stability, and it monitors compliance with this policy. Leeward CC has consistently exceeded its financial reserve targets, maintaining sufficient cash flow and reserves, with a 76.47% reserve as of June 30, 2023, far exceeding the minimum reserve requirements. The UH System's Office of Risk Management coordinates risk management efforts, including self-insurance for certain risks, and provides insurance coverage for UH property. The UH System's response to the COVID-19 pandemic, which included budget cuts and position eliminations, highlighted the College's contingency plans. Despite challenges such as increased transaction volumes, staffing shortages, and federal funding complexities, the College's Business Office successfully managed finances, ensuring operational stability during this period. (III.D.9)

The UH System has established policies for cash management, short-term investments, and overseeing contracts, grants, and extramural funds from various sources, including federal, state, and private. The Office of Research Services (ORS) oversees grants, while the Research Corporation of the University of Hawai'i (RCUH) administers certain research funds. Leeward CC's Business Office and grants coordinator assist Principal Investigators (PI) in fund management to ensure compliance. The UH Foundation manages scholarship and donation funds with oversight from the UH president and BOR chairperson. Leeward CC complies with Federal Title IV regulations and undergoes annual audits, including reviews of Title IV funds, using audit findings to improve financial management processes, such as ensuring timely return of Pell Grant funds. (III.D.10)

The UH System's budgeting process involves both short- and long-term financial planning, with the annual operating budget and Capital Improvement Program (CIP) expenditure plan reviewed by the BOR. Long-term planning is supported by a multi-year financial forecast and six-year CIP plans, including debt service payments on revenue bonds. Leeward CC's IPBP supports both short- and long-term financial planning, factoring in long-term liabilities, debt service, and future obligations. The College's financial decisions use this process for budgeting and other financial activities, while the community college campuses do not issue debt for

items like Other Post-Employment Benefits (OPEB), insurance, or repairs, as these are state-funded. Long-term debt is only used for revenue-generating projects. (III.D.11)

The UH System's share of pension and OPEB liabilities is determined annually by the state of Hawai'i and included in the UH System's audited financial statements. The state covers OPEB and pension costs for general-funded employees. Leeward CC is responsible for reimbursing the state for these costs for non-general-funded employees, with reimbursement occurring after each payroll based on the fringe benefit rates set by the state. These rates can be found on the ORS website, and budgets include all projected fringe benefit costs, including pension and OPEB assessments. (III.D.12)

Leeward CC used revenue bonds to finance its energy conservation, alternative energy projects, and the Wai'anae Moku Education Center. The UH System handles debt service payments and charges the College for its share. The College includes these debt service assessments in its annual budget and multi-year financial forecast. (III.D.13)

The University Bond System Office oversees the accounting, audits, bond debt service payments, financial statements, investment of bond proceeds, and compliance for UH-issued bonds. Leeward CC used these bonds to purchase a building for the Wai'anae Moku Education Center and fund energy conservation projects, with debt service paid annually by the College. A small portion of the College's budget (0.32%) goes toward bond debt service, and 0.98% is used for energy project reimbursements. Revenue for the College's Community College Revolving Funds comes from auxiliary programs, which are responsible for developing revenue and expense projections, ensuring internal controls, and following UH policies. The College's bookstore is managed by UH Mānoa, and UH Foundation funds are used as intended by donors, with the Business Office ensuring compliance with donor wishes and audit standards. The grants coordinator, fiscal administrator, and Business Office collaborate to ensure extramural grants, expenditures, and procurements comply with sponsor-approved budgets and are properly authorized and documented. (III.D.14)

Leeward CC's student loan cohort default rate for 2020 is zero percent, and it has remained low over the past three years, ranging from zero to 11 percent. This rate is well below the federal threshold of 30 percent that would require an action plan. The Financial Aid Office oversees and ensures compliance with Title IV financial aid programs and monitors the default rate annually. Following a 2022 audit finding regarding the untimely return of Title IV Federal Pell Grant funds, the Financial Aid Office revised its procedures to ensure timely returns. (III.D.15)

The UHCC policy grants the chancellor authority to enter into affiliation agreements and memoranda of understanding with external agencies, while delegating authority for service-related contracts, such as vending and food services, to the Vice Chancellor for Administrative Services (VCAS). The need for these contracts is driven by the College's mission and IPBP. Procurement guidelines for acquiring goods, services, and construction are outlined in UH System Administrative Procedures, with the Business Office ensuring compliance and managing vendor terms. To limit liability, the College uses a UH System Services Contract with a

termination clause. The UH System’s policy standardizes contract provisions and approval processes, with contracts under \$25,000 signed by the fiscal administrator and those over \$25,000 requiring UH Procurement Office approval. The UH System’s Contract Formation and Administration procedure manages contracts from award to completion, including modifications and terminations. (III.D.16)

Conclusions:

The Institution meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Institutional governance is valued at Leeward Community College (Leeward CC). The Institutional Self-Evaluation Report (ISER) demonstrates that members of the campus community are respected for their expertise and encouraged to participate, this is reflected in the Integrated Planning and Budgeting Process (IPBP). The College provides for participation and collaboration in decision making through IPBP. The College recognizes four bodies for governance purposes, which includes involvement by faculty, staff, administrators, and students.

Findings and Evidence:

Leeward CC has established formal systems and participative processes and informal practices and procedures that allow individuals to bring forward ideas for institutional improvement. (IV.A.1)

The College has policies authorizing appropriate constituent participation in decision-making processes. Policies on Shared Governance outline a governance structure that involves faculty, staff, administration, and students in the planning and operation of the College. Policy on Policy Development and Review Process provides guidance on appropriate involvement in the development of College policies, while the Policy on Institutional Mission provides clarification on mission revision and subsequent alignment with institutional priorities. These policies and procedures encourage broad participation and take into consideration multiple perspectives when making decisions. (IV.A.2)

The student perspective occurs through the Associated Students of the University of Hawai'i – Leeward CC (ASUH), who serves as voting members on 20 committees, except for the Faculty Senate. The student perspective is ingrained in the governance of the College and represented in institutional governance. (IV.A.2)

Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters. The Campus Council, through the College's IPBP, is the central governing body that makes recommendations relating to program review and resource allocation. The Campus Council Ad Hoc Planning and Budgeting Committee recently helped to improve transparency in the IPBP by facilitating a meeting and providing rationale in the resource allocation process. (IV.A.3)

The University of Hawai'i Professional Assembly (UHPA), Board of Regents (BOR), and campus policies define the roles and authority of faculty and academic administrators in curricular and educational matters. The BOR Faculty Involvement in Academic Decision-Making policy and the UHPA union contract outline faculty and academic administrators' responsibilities in academic governance. College committees, such as the Faculty Senate standing committees, handle various academic and educational policies. These include the Curriculum Committee, responsible for the approval of courses and programs; the Assessment Committee, which ensures learning outcomes are assessed every five years; the Distance Education (DE) Committee, which ensures high-quality DE courses; and the Student Affairs Committee, which revises student-related policies. All College policies are reviewed every five years, a process coordinated by the Office of Planning, Policy, and Assessment. (IV.A.4)

The College's Policy on Shared Governance outlines the roles of various constituencies in participatory governance, recognizing the interdependent roles of staff, students, and faculty, each with their own expertise and authority. The policy promotes communication and transparency in decision-making, with shared responsibilities between the administration and Authorized Governance Bodies (AGBs) to fulfill the College's mission, inform constituents, and encourage diverse views. AGBs, such as the Campus Council, Faculty Senate, Nā 'Ewa, and the ASUH, contribute to campus improvements by reviewing policies and procedures related to their respective areas, such as parking rules, academic grievances, Native Hawaiian matters, and the College's mission and strategic plan. ASUH members also serve on other AGBs, ensuring student representation across various governance processes. (IV.A.5)

The College has established processes to document and communicate decision-making across the institution through convocation, the College listserv, and the website. Administrators present reports on initiatives, policy changes, and campus issues at convocation, with all documents available on the intranet. During the pandemic, the chancellor provided regular updates via Zoom and YouTube, along with periodic email updates and meetings to keep governance bodies informed. The College follows its IPBP, ensuring transparency in budgetary decisions, which are communicated at the fall convocation and documented in the Operational Expenditure Plan (OEP). AGBs document their decision-making in meeting minutes and annual

reports, which are shared with the campus, with agendas, minutes, and supporting documents posted on intranet and websites. These records include discussions, votes, and other relevant information. (IV.A.6)

The College has evaluated and improved its governance and decision-making structures. For instance, in 2022, the implementation of providing rationale for resource allocation decision, improved communication and transparency. Moreover, the College has clearly defined processes for institutional governance with representation across all constituency groups. (IV.A.7)

Conclusions:

The Institution meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The Chancellor of Leeward Community College (Leeward CC) serves as the College's Chief Executive Officer (CEO) and has primary responsibility for institutional quality. The Chancellor is actively engaged in providing leadership to the College's administrative team and Authorized Governance Bodies (AGBs). This fosters a high level of constituent group participation in the College planning and decision-making processes. The Chancellor is committed to providing consistent communication to all constituency groups and leading the organization in meaningful planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence:

The Chancellor of Leeward CC is charged with primary responsibility for institutional quality through positional and delegated authority. The Chancellor is also responsible for managing the financial affairs of the College as delegated by the University of Hawai'i System. The Chancellor and the administrative team, through delegation of authority by the Chancellor, regularly engage and update College constituents on institutional values, goals, and institution-set standards through semesterly convocations, town hall meetings, and student enrollment and outcomes data presentations. Convocation recordings and notes are shared widely with the campus community. Student enrollment and outcomes data presentations are shared with the Board of Regents (BOR) and campus constituents. These practices foster institutional transparency. (IV.B.1)

Working with an administrative team consisting of six executives, the Chancellor, through delegation, monthly administrative meetings, and annual retreats, provides a framework for

leadership and collaboration that supports the College's mission, vision, and values. Delegation is given to the Vice Chancellor of Administrative Services (VCAS) for oversight of administrative and financial affairs. Additionally, the Chancellor delegates authority for academic and institutional functions to the Vice Chancellor of Academic Affairs (VCAA), who is also responsible for the Office of Planning, Policy and Assessment (OPPA). The Chancellor and members of the executive team sit on various standing campus committees as voting and/or non-voting members. The Chancellor effectively delegates authority to the administrative team in accordance with their positional responsibilities. (IV.B.2)

The Chancellor guides the institutional improvement of the teaching and learning environment through institutional assessment and the planning and implementation of improvements. Through the Integrated Postsecondary and Budgeting Process (IPBP), the Chancellor ensures that educational planning is integrated with resource planning. Upon the recommendation of the Campus Council, in 2023, the IPBP created a cross-constituency ad hoc committee that developed rubrics and assessed the annual timeline for improvements. College-wide values, goals, and priorities are set and assessed through the strategic planning process. Guided by the Chancellor, the College engages in a process that is data-informed and driven by the College's mission, goals, priorities, and institution set standards. (IV.B.3)

At Leeward CC, the Chancellor has overall responsibility for the accreditation process but recognizes that accreditation is a college-wide responsibility. Working with the Accreditation Liaison Officer (ALO), the Chancellor ensures the College meets or exceeds the ACCJC Eligibility Requirements. College-wide engagement in accreditation efforts include discussing accreditation at convocation and development of the Institutional Self-Evaluation Report (ISER). Through administrative leadership and committee work of the AGBs, compliance with Accreditation Standards is infused in all governance work. The Chancellor encourages participation in the ACCJC process. Three Leeward CC faculty were selected to assist ACCJC in the work to set the 2024 Standards. (IV.B.4)

The Chancellor ensures implementation of statutes, regulations, and BOR policies are in alignment with the college mission and policies. The Chancellor regularly attends BOR meetings to remain informed on policy issues and to share news of Leeward CC with the BOR. In turn, the Chancellor updates College leadership on BOR policies and state regulations, ensuring governance decisions are aligned with the College's mission. The Chancellor ensures compliance with internal and external regulations and has final approval of the budget; although, in accordance with BOR policy, the VCAS manages the College's budget and expenditures, supervises budget preparation and management, and oversees fiscal management driven by the college mission. Ensuring full transparency, the annual Operational Expenditure Plan (OEP) is shared widely with the entire College via email. (IV.B.5)

The Chancellor works and communicates effectively with the communities served by Leeward CC to ensure they are regularly informed about the College. Engagement with the communities served by Leeward CC is collaborative, inclusive, and participatory. Monthly, the Chancellor attends college-area neighborhood board meetings such as the Pearl City Neighborhood Board

No. 21. Through this participation, the Chancellor learns about community needs and provides relevant Leeward CC updates to the community. An exemplary example of community partnership, during the pandemic, Leeward CC partnered with the City and County of Honolulu's Department of Emergency Management and the Hawai'i State Department of Health to administer over 50,000 doses of vaccines to first responders, federal, state, and county employees. (IV.B.6)

Conclusions:

The Institution meets the Standard.

IV.C. Governing Board

General Observations:

Hawai'i combines its entire higher education structure into one system. The Board of Regents for the University of Hawai'i is responsible for both the four-year and two-year system. The Board appoints a president of the system and that person, with the approval of the Board, appoints a Vice President of Community Colleges.

Findings and Evidence:

The Board of Regents for the University of Hawai'i is responsible for ensuring the academic quality, integrity and effectiveness of student learning and financial stability. The 11-member Board was established by state's constitution and statute (§304A-104) and authorized with management of the higher education system. The Board's by-laws confirm its purview over topics such as Student Success, Institutional Success and Independent Audits (financial management). There is a set of policies and procedures, including RP 4.201, which explains the mission and purpose of the system. (IV.C.1, ER 7)

The commitment of the Board of Regents to acting as a collective entity is explained in the *Relationship of the Board to Administration and University* (RP 1.202). Board members are provided a General Overview Handbook which includes several sections which emphasize the responsibility of Board members to act as a unit. The document includes the statement: "Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree." (IV.C.2)

Article X in the constitution states it is the responsibility of the Board to appoint a president who is responsible for the UH system. The criteria for the position are created by a presidential search advisory board with input from the Board and public forums. Board of Regents Policy, RP 2.203 clearly explains the evaluation process for the president which includes both an annual and a comprehensive evaluation. Evidence provided, including meeting minutes,

demonstrate that the evaluation process is occurring at Board meetings. The community college system is led by a Vice President of Community Colleges (VPCC). The recruitment and evaluation of the VPCC position as well as community college chancellor positions are explained in RP 9.212 (Executive and Managerial Personnel Policies). The selection procedure for chancellor positions is explained in EP 9.210 (Recruitment, Selection, and Appointment of Community College Chancellors). Evaluation of chancellors and the VPCC are discussed in EP 9.203 (Evaluation of Faculty and Administrative, Professional & Technical Employees) and 9.212 (Executive/Managerial Classification and Compensation). (IV.C.3)

The Board of Regents reflects the public interest through their appointment by the Regent Candidacy Advisory Council (created by Act 56, 2007 Hawai'i Legislature) with final approval by Governor. They are appointed to represent geographic areas of the state. Regents serve staggered five-year terms. Board members are informed that they are required to abide by the Code of Ethics in their handbook as well as the State of Hawai'i's Code of Ethics. (IV.C.4, ER 7)

The Board of Regents has an established mission and purpose of the community college system as outlined in policy (RP 4.201 and 4.207). These policies clearly explain not only the mission and purpose but also demonstrate the system's commitment to quality, integrity and improvement of student learning. To ensure that the system is achieving the stated mission and purpose, colleges are required to collect institutional data and use the data to improve programs and services (RP 4.205-Institutional Accountability and Performance). Board policy also requires that financial support be given to support the achievement of the mission (RP 8.204, University Budget). As stated: "The primary duty of the board is first to determine and set forth the objectives of the university, and second, to provide the means, in the form of adequate budget, personnel and materials, to achieve these objectives" (RP 1.202, Relationship of the Board to Administration and University). (IV.C.5)

The Board makes public its bylaws and procedures. The information is made available via their website which also provides a schedule of public meetings. The public meetings rotate among the community colleges within the system. The Board bylaws list a variety of topics including size, tenure and responsibilities of board members. The bylaws discuss the areas of oversight by the Board and operating procedure for meetings and decision-making. (IV.C.6)

Executive Policy 2.201 (Systemwide Policies and Procedures) describes a three-year cycle of review of the Board's policies and bylaws. Board staff review the policies annually to determine which policies require substantive changes. A Policy Briefing document is prepared each year informing constituencies in the system which Board policies will be discussed for substantive changes during that year. The Board might consider including a 'date reviewed/date audited' in addition to the 'effective date' which currently exists. This makes it clear that policies are being reviewed regularly even if no changes have been made. (IV.C.7)

The Board of Regents meets at each site and reviews success data. As part of this cycle, the BOR reviews and discusses student performance data and student learning and achievement goals.

Additionally, the BOR recently approved a new *UH Strategic Plan* with four imperatives and associated data metrics. (IV.C.8)

The BOR provides an orientation for its new members and training for all Board members. The BOR training consists of a general overview for Board development, a BOR General Overview handbook, and detailed financial overview. Board members also attend professional development and conferences organized at regular committee meetings. (IV.C.9)

The Board has a self-evaluation process outlined in Policy on Board Self-Evaluation. The results of the self-evaluation are published in the BOR Committee on Governance agenda and are used to make substantive changes as needed. (IV.C.10)

The BOR bylaws are established, adopted, and provided to Board members during their orientation. Ethics violations are reported and available for public viewing. The BOR policies establish procedures for handling ethical and conflict of interest issues. (IV.C.11, ER 7)

The BOR policy *Duties of the President & Mitigation of Conflicts of Interest* delegates responsibility and authority to the President to implement BOR policies. The BOR creates the policies and framework by which the President works on operational matters. (IV.C.12)

The UHCC uses in place procedures and systems to inform the BOR of accreditation. ISER preparation and review of ACCJC standards are provided to the BOR through the Committee on Governance. Through established processes, the BOR maintains understanding of accreditation status and Leeward's scheduled review processes. (IV.C.13)

Conclusions:

The Institution meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The College is a part of the University of Hawai'i higher education system, which is led by a Vice President for Community Colleges (the system's CEO), while each individual college is headed by a Chancellor (the college's CEO). The VPCC works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership. The Office of the Vice President for Community Colleges (OVPC) oversees the management of the CCs and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. The UHCC System's functional map summarizes the delineation of functions and the differentiation of system and campus-level responsibilities.

Findings and Evidence:

The University of Hawai'i (UH) System is the only provider of public higher education in Hawai'i and consists of 10 campuses, including the University of Hawai'i Community Colleges (UHCC) System with seven community colleges. The UH Board of Regents (BOR) outlines the structure of the UH System, and the UHCC System is governed by specific policies. Maui College is accredited by the Western Association of Schools and Colleges, while the other six community colleges are accredited by the Accrediting Commission for Community and Junior Colleges. (IV.D.1)

The Vice President for Community Colleges (VPCC) is the chief executive officer of the UHCC System and reports to the UH System president. The VPCC oversees the community colleges through the Office of the Vice President for Community Colleges (OVPC), which provides support in various areas such as academics, planning, personnel, and fiscal management. The VPCC works with associate vice presidents for academic and administrative affairs to support the system's operations. Chancellors of individual community colleges report to the VPCC and the UH System president, maintaining a balance of campus autonomy and coordinated system-wide operations. The UHCC System's functional map clarifies responsibilities at both the system and campus levels, aligning with accreditation standards. (IV.D.1)

Two Associate Vice Presidents (AVPs) oversee centralized support in academic and administrative affairs and manage the OVPC's operations. This system-level coordination, along with campus-specific coordination, helps maintain consistent standards, allows for resource sharing, promotes best practices, and supports initiatives tailored to each campus's culture and mission. The OVPC website posts policies developed by the UHCC, outlining responsibilities through system-wide councils, such as the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. These councils play a role in the ongoing evaluation of responsibilities and role delineations. (IV.D.2)

The OVPC website posts policies developed by the UHCC, outlining responsibilities through system-wide councils, such as the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. These councils play a role in the ongoing evaluation of responsibilities and role delineation. (IV.D.2)

The budget preparation and distribution for the University of Hawai'i (UH) System are governed by state law. The UH System submits biennial budget requests, financial plans, and program performance reports to the governor and legislature, with supplemental requests made in even-numbered years. The UHCC System Office, led by the AVP for administrative affairs, coordinates the budget development for community colleges. The VPCC ensures fair resource distribution to support college operations, and each college creates its own budget aligned with strategic planning goals. (IV.D.3)

College budgets are consolidated at the UHCC System level for integration into the overall UH System budget, which is submitted to the state legislature. Major funding sources include state general funds and tuition revenues, with colleges also able to generate and retain internal and extramural funds. UHCC policies guide the management of non-general fund sources. Each college maintains a unique budget based on its revenue and expenditures, while also meeting required reserve levels. The BOR Committee on Independent Audit reviews the UH System audit, and campuses can access additional funds from the OVPCC or the UH president's office for meeting student achievement targets. The OVPCC redistributes unallocated funds for initiatives like student success and manages vacant positions across the System to meet changing needs. The UHCC policy on Long-Term Vacancy outlines the process for reallocating long-term vacant positions. (IV.D.3)

The University of Hawai'i (UH) System is led by a president, a Vice President for Community Colleges (VPCC), and chancellors who serve as CEOs for each of the 10 campuses. The VPCC is the CEO of the seven-campus UH Community Colleges (UHCC) System. The UHCC has been part of the UH System since 1965, with the BOR policy officially establishing the community college system in 2002. (IV.D.4)

The chancellors hold primary responsibility for managing and governing their respective campuses in accordance with UH System and BOR policies. They have the authority to delegate leadership responsibilities and manage campus operations, as outlined in several BOR policies. Chancellors are also responsible for allocating funds based on established budget planning and resource allocation standards, and they handle various personnel actions as delegated by the UH president. Chancellors and other executives are subject to annual performance evaluations, which include a 360° survey, a self-evaluation, and a review of goals with their supervisor. The VPCC conducts the final assessment of these evaluations. (IV.D.4)

The University of Hawai'i (UH) and UH Community Colleges (UHCC) use multiple structures to facilitate dialogue and decision-making essential for planning and implementation. Both systems are guided by comprehensive strategic plans: the UH Strategic Plan 2023-2029 and the UHCC Strategic Plan Framework 2023-2029, which are aligned with each other and with individual college plans, such as Leeward Community College's plan. (IV.D.5)

The UHCC System receives a general fund appropriation from the state, which is allocated to the campuses based on a long-standing model. Each college manages its budget in line with its strategic plan. The UHCC System also receives funding for capital improvement projects (CIP) and repairs, which is prioritized and allocated by the AVP for administrative affairs in collaboration with campus leaders. The AVP for administrative affairs also serves as the legislative liaison, gathering campus requests for the legislature and reviewing legislative proposals for the UH System's budget. Strategic planning goals are often quantified to evaluate institutional effectiveness, with performance-based funding available to colleges that meet targets related to student learning and achievement. (IV.D.5)

The UHCC promotes system-wide committees focused on student learning and supports faculty collaboration on various educational models. It also facilitates cross-campus discussions

through Program Coordinating Councils and other committees aimed at improving student outcomes, particularly in math, English, and career-technical education programs. (IV.D.5)

In the UHCC System, the Vice President for Community Colleges (VPCC) and the Office of the VPCC (OVPC) play a key role in facilitating communication and information flow. The VPCC is a member of the UH president's senior leadership team and serves as the administrative representative to the Board of Regents (BOR) Committee on Student Success. The VPCC reviews and signs institutional reports sent to the BOR and receives summaries of board-approved actions. Campuses are notified of policy updates through the Policies and Procedures Information System. (IV.D.6)

The VPCC holds weekly Zoom meetings and monthly in-person meetings with the chancellors to discuss system initiatives, regulations, and other important matters. The two Associate Vice Presidents (AVPs) also meet regularly with campus counterparts to address academic and administrative affairs. The AVP for academic affairs hosts monthly meetings with academic and student affairs leaders, while the AVP for administrative affairs meets with vice chancellors to discuss budgets and prioritize spending of system funds. (IV.D.6)

The UHCC System Office regularly evaluates governance, decision-making, and role delineations through shared governance to ensure effectiveness in achieving educational goals. The primary evaluation tool is the UH/UHCC Shared Governance Survey, conducted in October 2021 and January 2024. The most recent survey revealed that most faculty and staff have participated in system-wide committees, contributing to decision-making. Respondents also indicated satisfaction with the timeliness and accuracy of communication from the UH and UHCC systems. The OVPC updated the UHCC website and launched a pilot newsletter in Fall 2023, which over 55% of respondents found effective for receiving information. (IV.D.7)

However, the survey highlighted a lack of clarity regarding the roles of the UH System, UHCC System, and individual colleges, which will be addressed moving forward. While UHCC committees are seen as effective for system-wide decision-making, committees under the UH System's purview are less effective. The OVPC plans to enhance communication about shared governance and collaborate more with system-wide committees to improve their communication. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

Leeward CC's Quality Focus Essay (QFE) provides background on the College's collaborative and data-driven strategic plan process, which included robust stakeholder engagement. The 2023 strategic plan is organized into four pillars: Student Success, Thriving Employees, High Quality Physical and Digital Resources, and Native Hawaiian Place of Learning. The QFE is focused on the need to implement a formal system of evaluating the strategic plan, which includes an organizational structure, annual Key Performance Indicators (KPIs) to track impact of activities and tactics, and a system for collecting and reporting the KPIs annually.

Overview

In January 2022, Leeward Community College began reviewing its mission, vision, and strategic plan. The Mission and Vision Review Committee, after gathering input from over 90 employees and students, finalized new statements in April 2022. The Strategic Plan Facilitation Team, which analyzed five years of campus data and feedback from 135 people, identified key issues to address, including declining home-based student enrollment, achievement gaps for Native Hawaiian and Pacific Islander students, poor integration of noncredit student data, a high demand for online courses, low Native Hawaiian faculty and staff representation, and a lack of data on the Native Hawaiian student experience.

In Fall 2022, a Strategic Planning Design Team developed a new strategic plan based on the findings of the Facilitation Team and additional feedback from 93 employees, 111 students, and 31 community members. By Spring 2023, the Strategic Working Group finalized the plan, which was formally adopted by the campus in Fall 2023. The strategic plan is organized into four pillars: Student Success, Thriving Employees, High-Quality Physical and Digital Resources, and Native Hawaiian Place of Learning. While the plan aims to improve student learning and achievement, the College recognizes the need for a formal evaluation system to track the effectiveness of its strategies in a rapidly evolving educational environment.

Evaluation System Based on Four Pillars

The QFE also provides a detailed table which outlines specific goals for each pillar and specific tactics for the College. For the Student Success Pillar, for example, one goal is to increase the number of underrepresented students earning a living wage in Hawai'i. The corresponding tactic is to increase the College's enrollment and program offerings in Workforce Development and Career Technical Education. A second table includes metrics for the four pillars and their goals. Finally, a third table provides a general work plan and timeline that identifies activities, responsible parties, resources, and implementation schedule by semester.

To evaluate the new strategic plan, Leeward CC will implement a system involving four pillar committees, each responsible for one of the strategic plan's pillars. These committees, which will meet two to three times a month, will work with the Office of Planning, Policy, and Assessment (OPPA) to develop and track KPIs. A new Strategic Working Group (SWG), led by

the Vice Chancellor of Academic Affairs (VCAA) and OPPA, will oversee the implementation and evaluation process, ensuring the collection of baselines KPI data, tracking progress, and generating annual reports on the plan's impact. This structure aims to ensure the successful execution of the strategic plan and its goals for student success and achievement.