

SELF EVALUATION OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS REPORT

IN SUPPORT OF
REAFFIRMATION
OF ACCREDITATION

2012



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE



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HAWAII
COMMUNITY COLLEGE

**SELF EVALUATION OF
EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS REPORT**
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Hawai'i Community College
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Hilo, HI 96720

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to:

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

August 2012

INSTITUTIONAL SELF EVALUATION REPORT

CEO CERTIFICATION PAGE

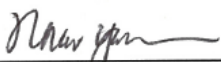
May 21, 2012

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


From: Noreen Yamane, Chancellor
Hawai'i Community College
200 West Kāwili Street
Hilo, HI 96720

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signature: 
Noreen Yamane, Chancellor, Hawai'i Community College

Signature: 
John Morton, Vice President for Community Colleges

Signature: 
M.R.C. Greenwood, President, University of Hawai'i

INSTITUTIONAL SELF EVALUATION REPORT

GOVERNING BOARD CERTIFICATION PAGE

July 19, 2012

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

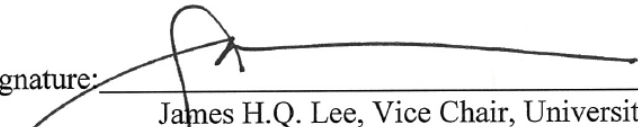
From: Noreen Yamane, Chancellor
Hawai'i Community College
200 West Kāwili Street
Hilo, HI 96720

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

Signature: 
Eric K. Martinson, Chair, University of Hawai'i Board of Regents

Signature: 
Carl A. Carlson, Jr., Vice Chair, University of Hawai'i Board of Regents

Signature: 
James H.Q. Lee, Vice Chair, University of Hawai'i Board of Regents

Signature: 
John C. Holzman, Chair, Committee on Community Colleges
University of Hawai'i Board of Regents

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Introduction: Overview, History, and Institutional Developments

Location

History

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Health Indicators

Enrollment Growth

Degrees and Certificates

Student Success Measures and Challenges

Trends and Performance

Significant Events at Hawai'i Community College 2007-2012



*Manono Campus
Hilo, Hawai'i*

Overview, History, and Institutional Developments

Hawai‘i Community College (Hawai‘iCC) is one of six community colleges that make up the State of Hawai‘i’s University of Hawai‘i Community College (UHCC) System. In addition, the University of Hawai‘i (UH) System includes the University of Hawai‘i at Mānoa (UHM), the University of Hawai‘i-West O‘ahu (UHWO), the University of Hawai‘i at Hilo (UHH), the University of Hawai‘i Maui College, and other UH educational, training, and research centers across the state.

Location

Hawai‘iCC serves all of Hawai‘i County, which encompasses Hawai‘i Island, the southernmost island in the Hawaiian archipelago (Figure 1). The College is the island’s only comprehensive, open-door community college. The main campus is located in the county seat, the port city of Hilo on the east side of the island. On the west side of the island, the College provides offerings at its UH Center, West Hawai‘i (UHCWH), which is located in Kealahou, approximately 110 miles west of Hilo.

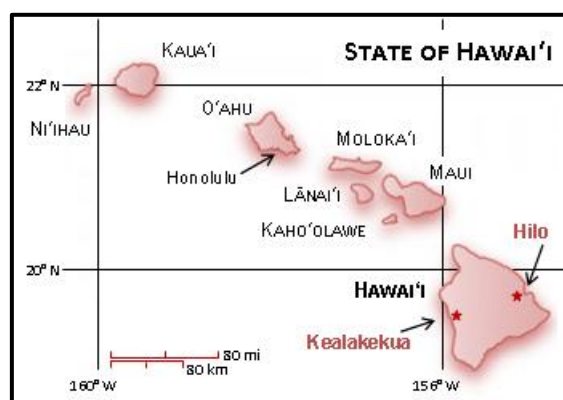


Figure 1

History

The Hawai‘i Territorial Legislature established the College in 1941 as Hawai‘i Vocational School. The name was changed in 1956 to Hawai‘i Technical School and again in May 1970 to Hawai‘i Community College. With the last name change, the administration of the College was transferred from the Department of Education to the UH System. From 1970 through 1990, Hawai‘iCC was a unit of UHH.

In fall 1990, the UH Board of Regents voted to separate the two institutions, and Hawai‘iCC took on its own administrative responsibilities. In July 1997, these responsibilities expanded further when UHCWH was transferred from UHH to Hawai‘iCC.

Since 1997, the College has continued to expand its offerings and locations, supporting its mission as an open-door institution serving all segments of the Hawai‘i Island population. Additional locations have included satellite sites in northern Hawai‘i in Kohala and on the Hāmākua Coast at Honoka‘a. In addition, the College has met community needs through offering courses at sites along the eastern side of the island in the Puna District towns of Pāhoa and Kea‘au, as well as at sites in the southern District of Ka‘ū.

The College offers 25 associate degrees and more than 36 certificate and noncredit programs. Degree, certificate, and program offerings include liberal arts, Hawai‘i Life Styles (HLS), public services, health services, technical trades, and the intensive study of the English language (1).

Hawai‘iCC’s first college accreditation as a separate institution was granted in 1995. Subsequent accreditation was granted in 2001 and again in 2007, with the provision that a progress report be filed.

Geography

Hawai‘i Island—also known as the Big Island—is by far the largest island in the state, covering 4,040 square miles, a land mass that easily encompasses all the other islands combined (Figure 2). Hawai‘i Island also has a relatively small population, resulting in comparatively far more rural area (Figure 3). This contributes to uneven provision of infrastructure, with some Hawai‘i Island districts having limited access to county water, electricity, sewer, cable television, telephone, and internet service.

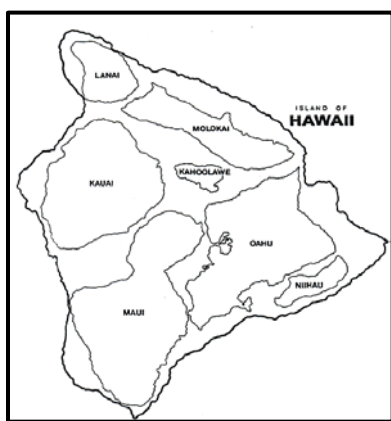


Figure 2

| Geography Quick Facts: 2010 | | | | | |
|-----------------------------|-------------|----------------|-----------------|---------------|-------------|
| | State Total | Hawai‘i County | Honolulu County | Kaua‘i County | Maui County |
| Land area, square miles | 6422.6 | 4028.4 | 600.7 | 620.0 | 1161.5 |
| Population | 1,360,301 | 185,079 | 953,207 | 67,091 | 154,834 |
| Persons per square mile | 211.8 | 45.9 | 1586.7 | 108.2 | 132.0 |

Figure 3

The island’s size and rural nature create a challenge in serving the needs of all prospective students. The majority of the College’s students come from the areas closest to the College: Hilo and Puna Districts on the east side of the island and Kona on the west (Figure 4). The College has actively responded to meet the needs of students in more remote areas through offering face-to-face courses in a number of rural locations and by providing distance-learning options, including interactive video and online classes.

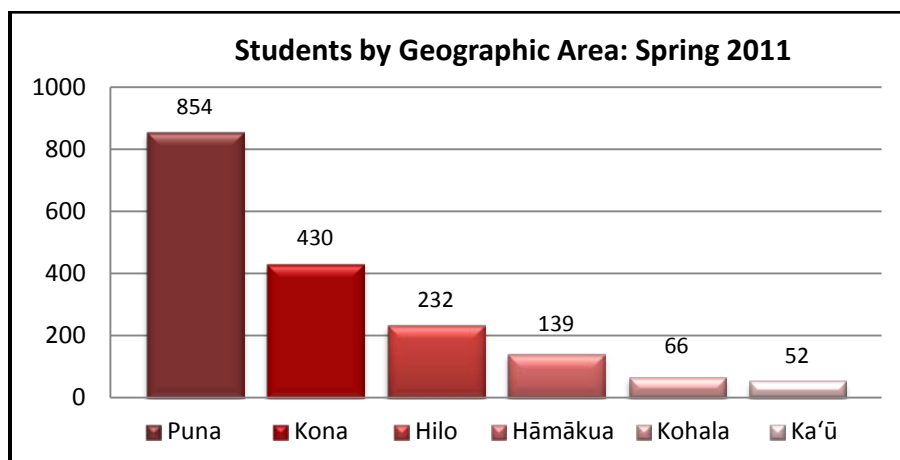


Figure 4

Demographics

Hawai‘iCC’s students are primarily Hawai‘i Island residents, with 90 percent of the College’s students claiming the island as their permanent residence in spring 2011.

Population

Between 2000 and 2010, Hawai‘i County’s population grew rapidly, increasing from 148,676 to 185,079, a rise of 24.5 percent (2). Such growth has continued the trend of Hawai‘i County population increasing as a percentage within the state (Figure 5).

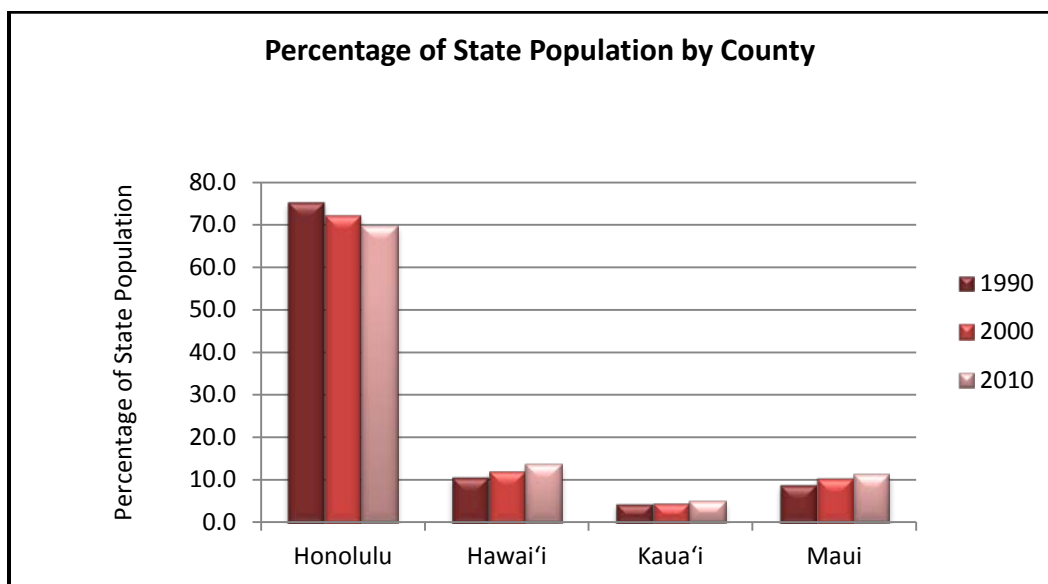


Figure 5

Cultural Diversity

According to 2010 U.S. Census Bureau data, more than 29.5 percent of the island’s population claims two or more races. Twenty-two percent claims Asian ancestry. One-third of the population classifies itself as White (i.e., Caucasian). Native Hawaiians or Part-Hawaiians account for 12.1 percent of the population.

The population at the College is also diverse (Figures 6-8, shown on the following two pages), with representation from the island’s various ethnic groups. However, there are notable proportional differences, with the College’s percentage of Native Hawaiian or Part-Hawaiian students greatly exceeding that of the island’s population as a whole (Figures 6 and 7). Hawai‘iCC consistently enrolls the highest percentage of Native Hawaiians or Part-Hawaiians in the UH System, and this number continues to grow (Figure 8).

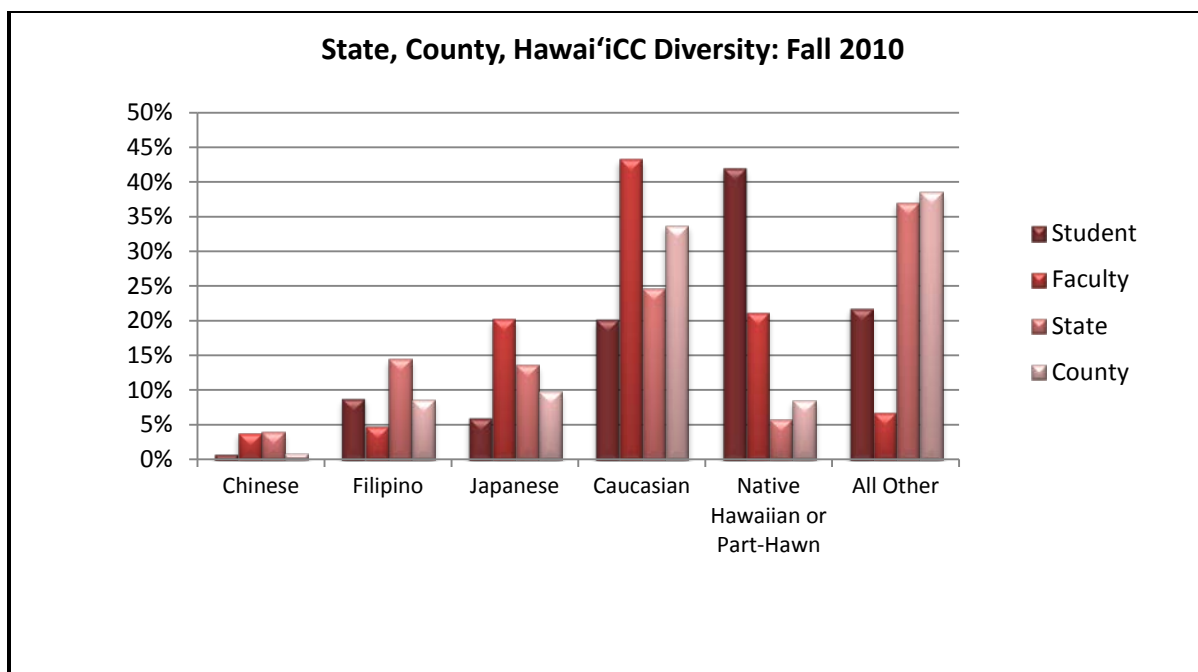


Figure 6

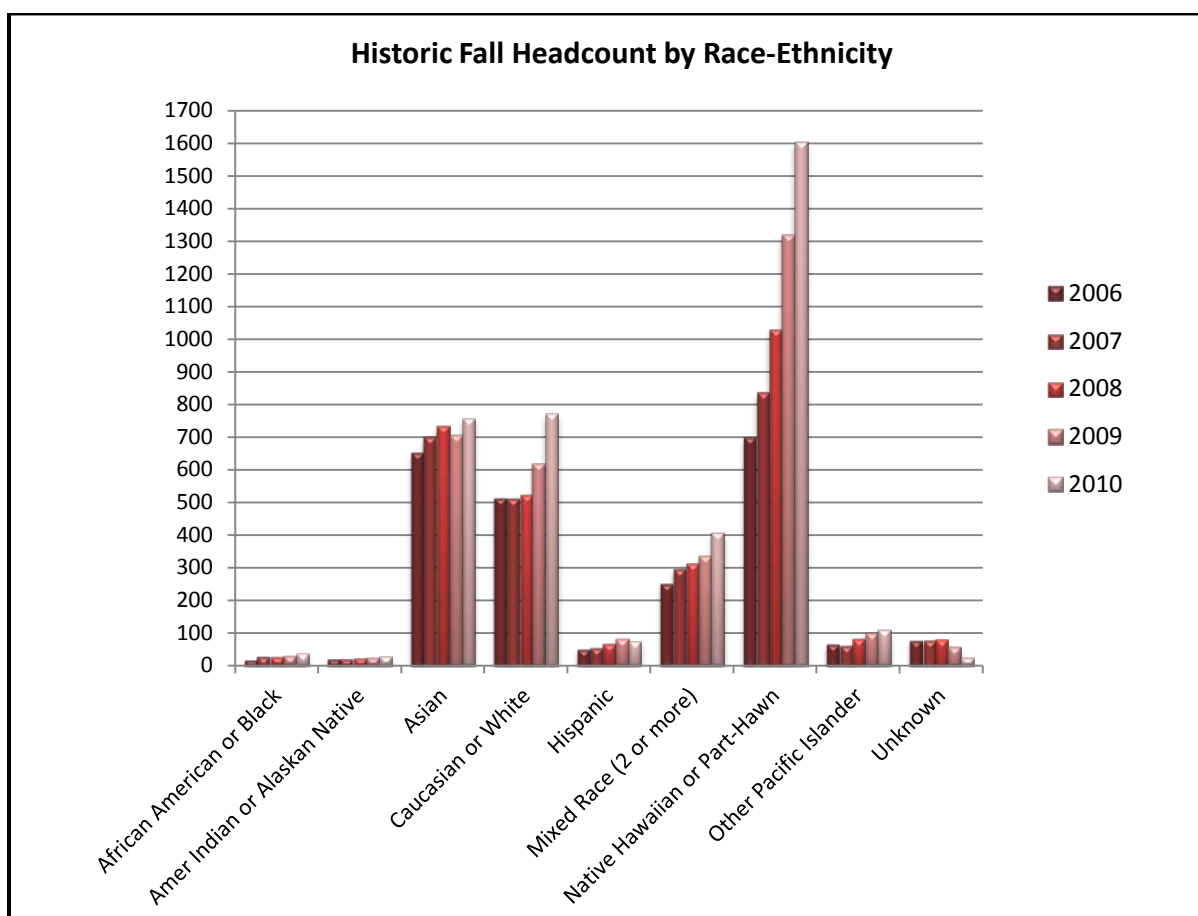


Figure 7

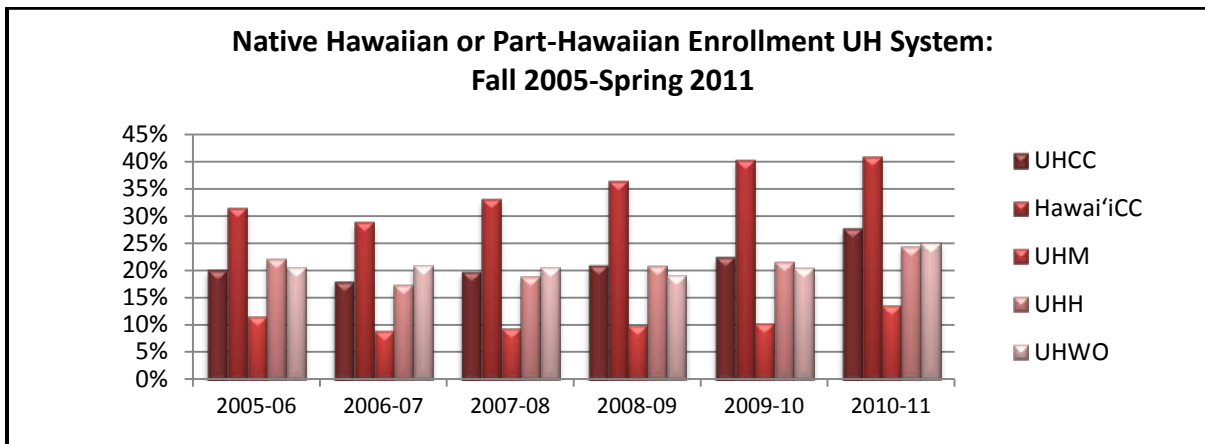


Figure 8

Age

As the island's only open-door college, Hawai'iCC serves the county's varied postsecondary age groups, included in Figure 9. College enrollment encompasses a wide age range, with students aged from 16 to more than 80. While many students come directly from high school, more than half are above the age of 21, and a consistently high percentage fall between the ages of 25 and 48 (Figure 10).

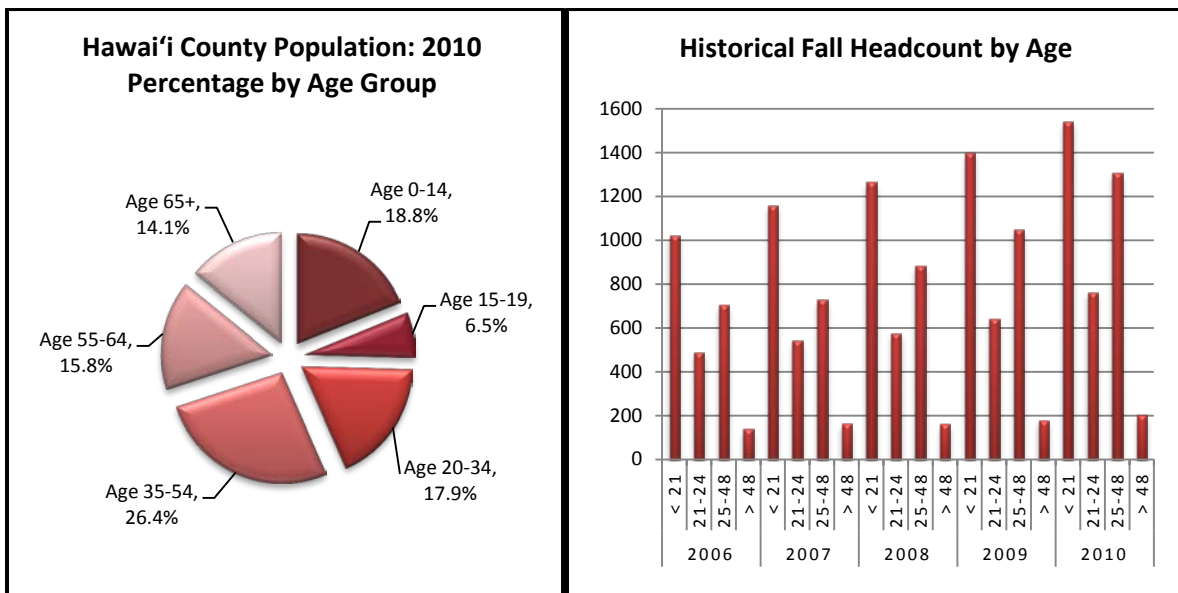


Figure 9

Figure 10

Gender

Based on 2010 figures, the county's gender breakdown is 50.2 percent male, 49.8 percent female (3). In contrast, since the last review, the College has served more female than male students (Figure 11).

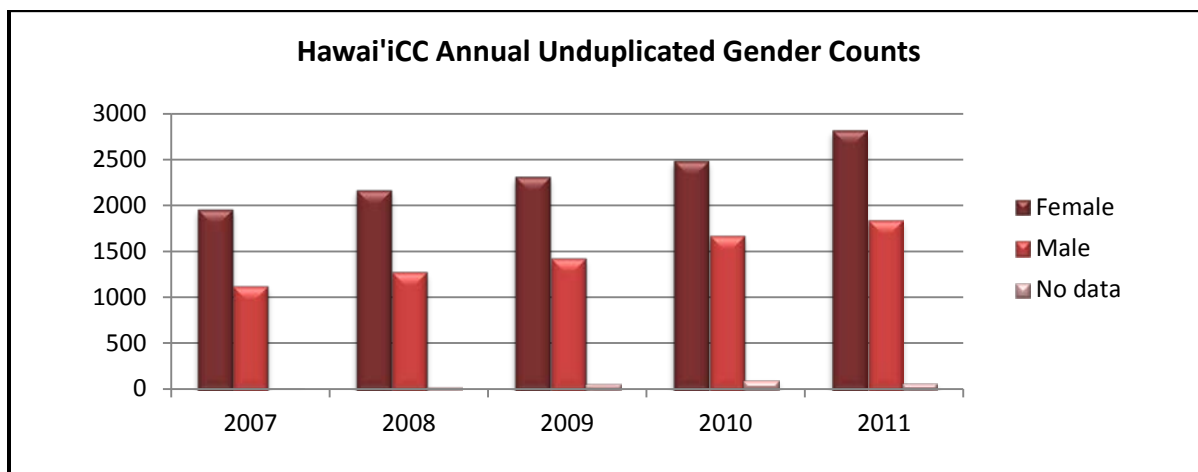


Figure 11

Economics

In terms of economic measures, Hawai'i County lags other counties in the state. For 2009, the county's estimated median household income was \$50,739, the lowest in the state (Figure 12); the percentage living in poverty was 14.5 percent, the highest in the state (Figure 13). Since 2006, the island has also had the highest unemployment rate, which exceeded the national average of 9.6 percent during 2008 (Figure 14, see following page). With lower tuition rates than UH System universities, Hawai'iCC offers a more affordable option for island residents seeking higher education (Figure 15, see following page).

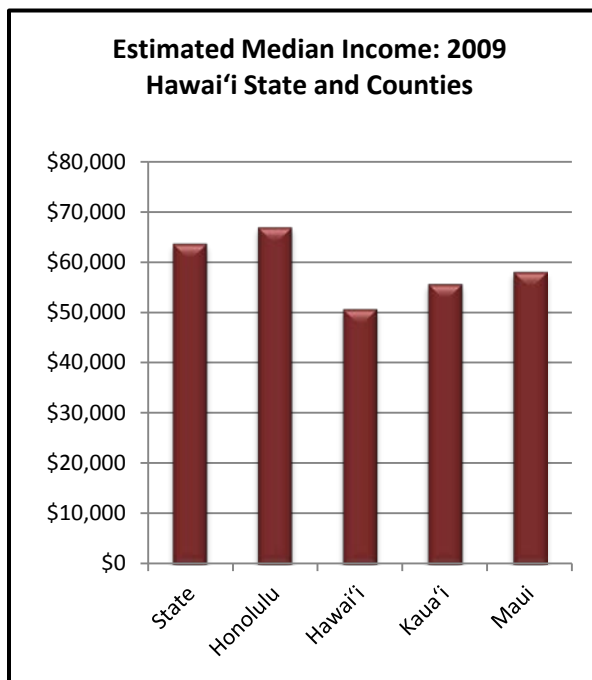


Figure 12

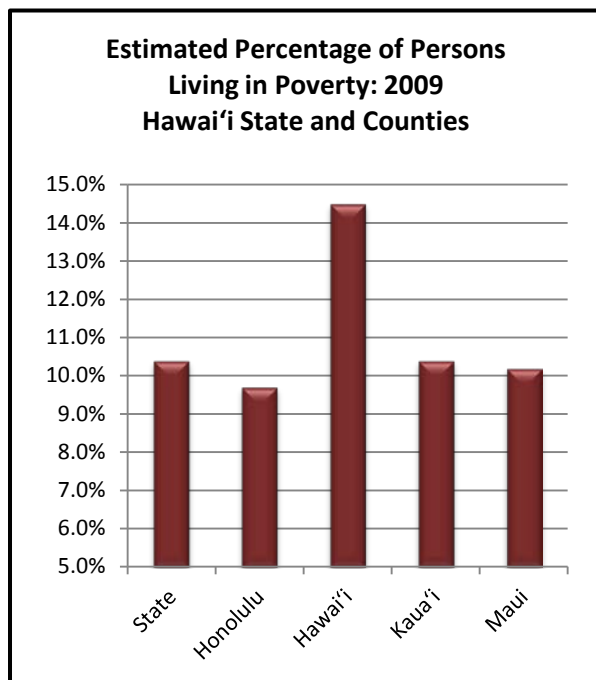


Figure 13

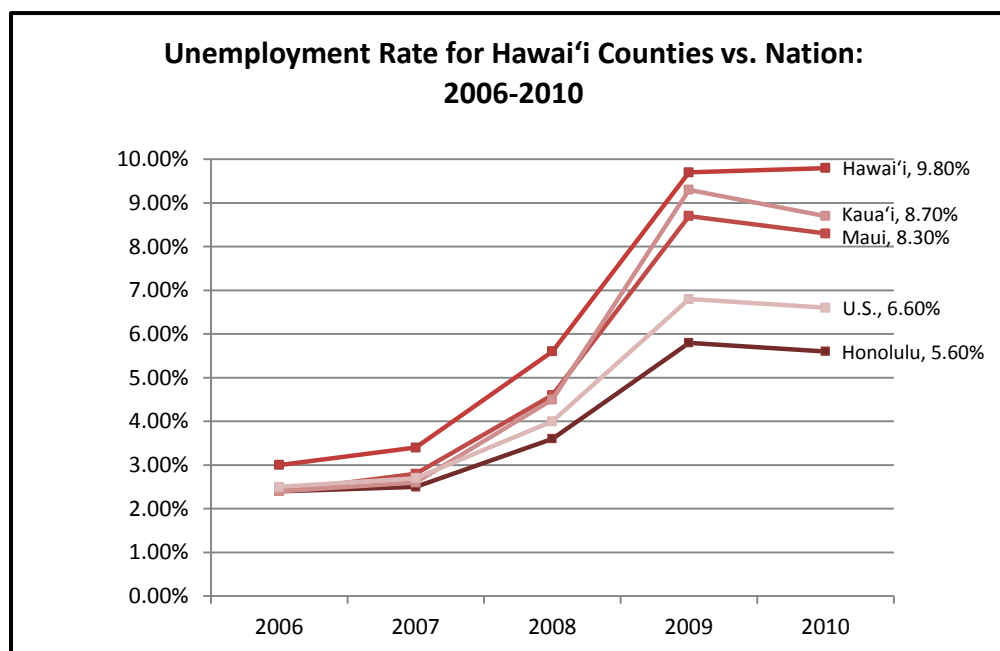


Figure 14

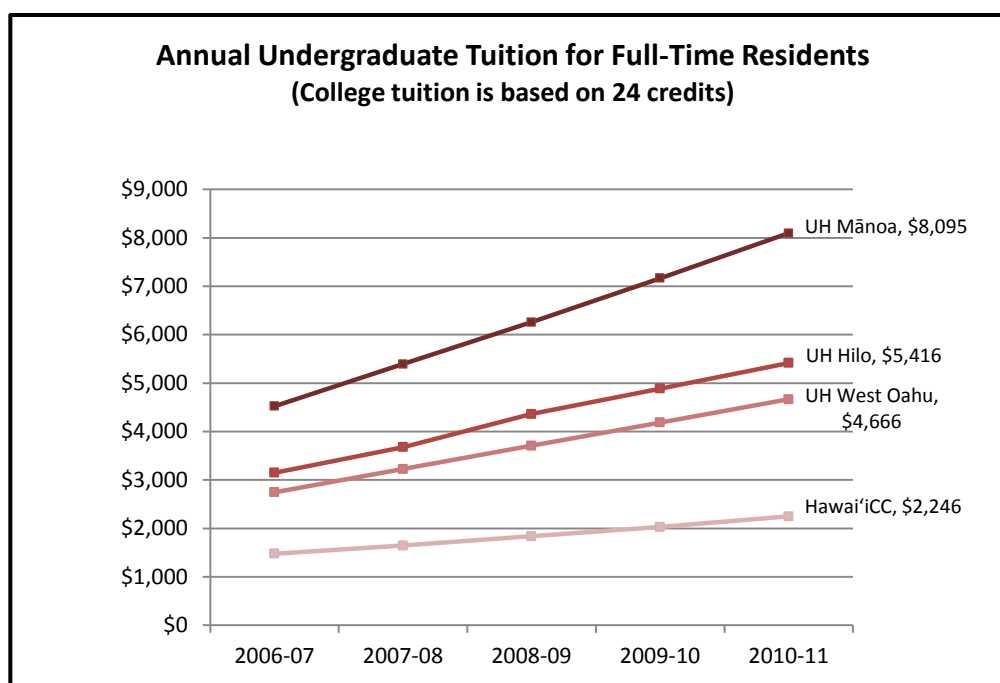


Figure 15

Major economic sectors, which can be seen through the island's top employers (Figure 16), include public employment, tourism, retail, and healthcare. The global financial crisis of fall 2008 significantly contributed to the county's poor economic health, in particular striking a blow to the county's tourism industries. Tourism suffered from the loss of airlines, including Aloha Airlines and ATA; the loss of two major Norwegian cruise ships; and the loss of arrivals from Japan Airlines. The March 2011 earthquake, tsunami, and nuclear disaster in Japan further contributed to a decrease in arrivals from that key location. Visitor arrivals have also dropped due to increased airfare triggered by higher oil prices.

| Hawai'i County's Top Employers: 2009 | | | |
|--------------------------------------|------------------------------------|---------------------|---|
| Ranking | Company | Number of Employees | Type of Business |
| 1 | State of Hawai'i | 8,265 | State government |
| 2 | County of Hawai'i | 2,715 | County government |
| 3 | U.S. Government | 1,359 | Federal government |
| 4 | Hilton Waikoloa Village | 900 | Tourism |
| 5 | Wal-Mart | 830 | Discount retailer |
| 6 | KTA Superstores | 750 | Retail grocery stores |
| 7 | Four Seasons Resort Hualālai | 625 | Tourism |
| 8 | The Fairmont Orchid, Hawai'i | 574 | Tourism |
| 9 | Mauna Lani Resort (Operation) Inc. | 557 | Tourism |
| 10 | Hāpuna Beach Prince Hotel | 450 | Tourism |
| 11 | Kamehameha Schools Hawai'i Campus | 394 | K-12 private education |
| 12 | Foodland Super Market Ltd. | 379 | Retail grocery stores |
| 13 | North Hawai'i Community Hospital | 365 | Healthcare |
| 14 | HELCO | 359 | Electricity provider |
| 15 | Mauna Kea Beach Hotel | 350 | Tourism |
| 16 | Roberts Hawai'i Inc. | 307 | Tour and student transportation |
| 17 | Life Care Center of Hilo | 280 | Healthcare |
| 18 | Mauna Loa Macadamia Nut Corp. | 268 | Macadamia nut manufacture, retail, wholesale & distribution |
| 19 | Kona Village Resort | 265 | Tourism |
| 20 | Safeway Inc. | 250 | Retail grocery stores |

Figure 16

There has been some rebound in the number of visitors to the island, but tourism has yet to regain its previous strength (Figure 17, see following page). Specific to the cruise industry, while there has been a modest increase in visitors to Hilo during 2010 and 2011, forecast to continue for 2012, numbers remain far from the 2007 level, when Hilo saw 500,000 cruise-ship visitors (Figure 18, see following page).

Tourism has not been alone in experiencing setbacks, with construction and real estate also suffering. Forecasts for the island's construction industry have yet to predict an increase in residential or commercial building.

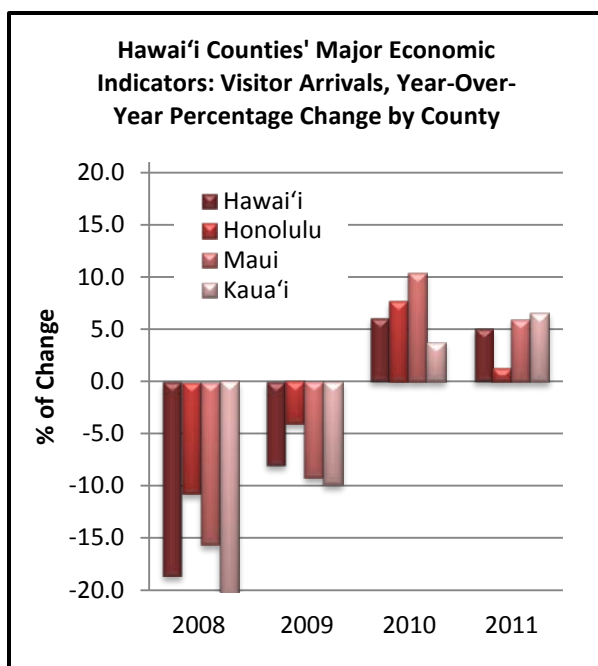


Figure 17

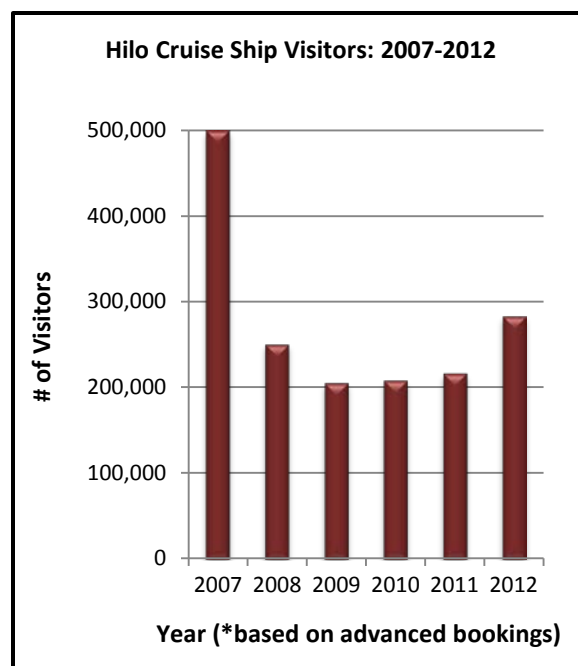


Figure 18

Health Indicators

Significant percentages of the College's service-area population contend with major health risks, including alcohol abuse, smoking, diabetes, and obesity (Figure 19). In particular, Hawai'i County residents are at risk of binge drinking and obesity, which have risen to give the county the highest rates in the state.

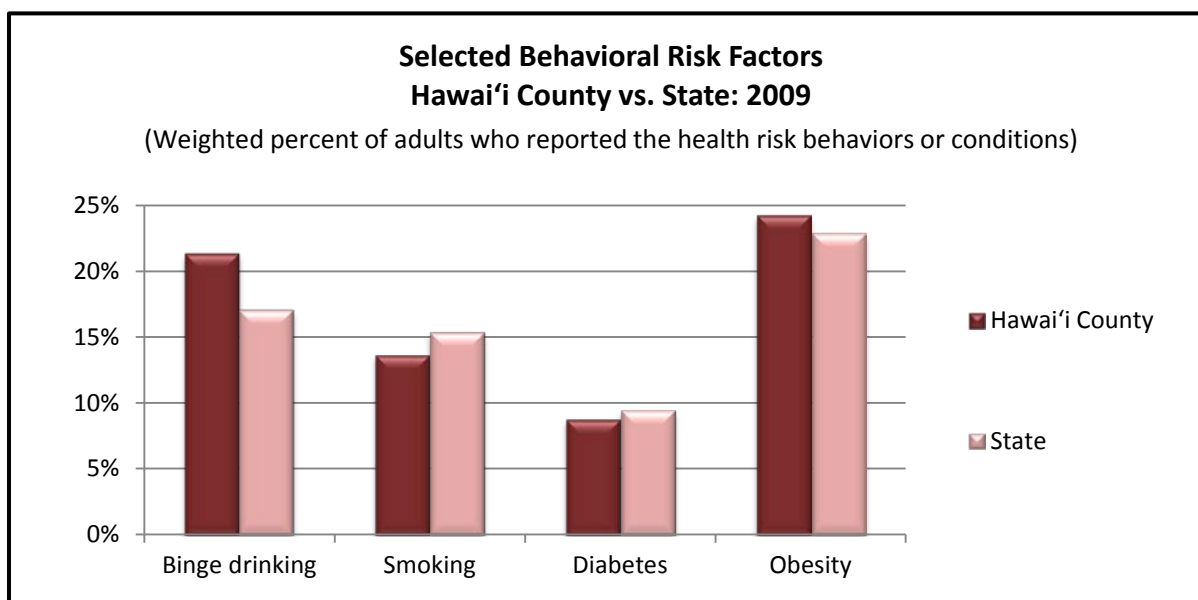


Figure 19

Alcohol and drug abuse are major health risks impacting the island's population. A recent study on pregnant women in Hawai'i County found approximately 50 percent of women reported using alcohol or other substances while pregnant. The report found that a correspondingly high number of babies born in the county had been exposed to alcohol while in utero, increasing the likelihood of fetal alcohol spectrum disorders (4). Specific to drug abuse, the State of Hawai'i faces elevated use of the illegal drug methamphetamine, also known as meth. In a 2010 national report on drug use among workers, Hawai'i led the nation in methamphetamine use, with a rate 410 percent higher than any of the other 42 states included (5). Public awareness campaigns launched by the Hawai'i Meth Project, a nonprofit whose purpose is aimed at prevention, may have a positive impact on young people's behavior, as surveys done from 2009 to 2011 show that more teens and young adults see the use of methamphetamine as risky behavior (6). In recognition of the impacts of substance abuse, the College has developed a Substance Abuse Certificate of Completion to address the community's need for counseling.

Enrollment Growth

Since the College's last accreditation report, Hawai'iCC's enrollment growth in headcount and full-time-equivalent students (FTE) has been substantial, with annual percent increases from 2007 to 2010. During that overall time period, enrollment grew from 2,603 to 3,815 (Figure 20). Enrollment increases can in large part be attributed to a rise in unemployment, as data show enrollment climbing as Hawai'i County unemployment increases (Figure 21).

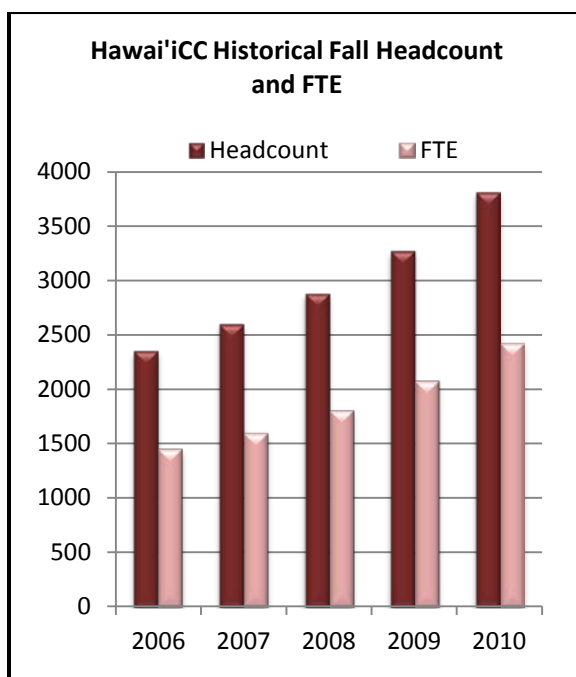


Figure 20

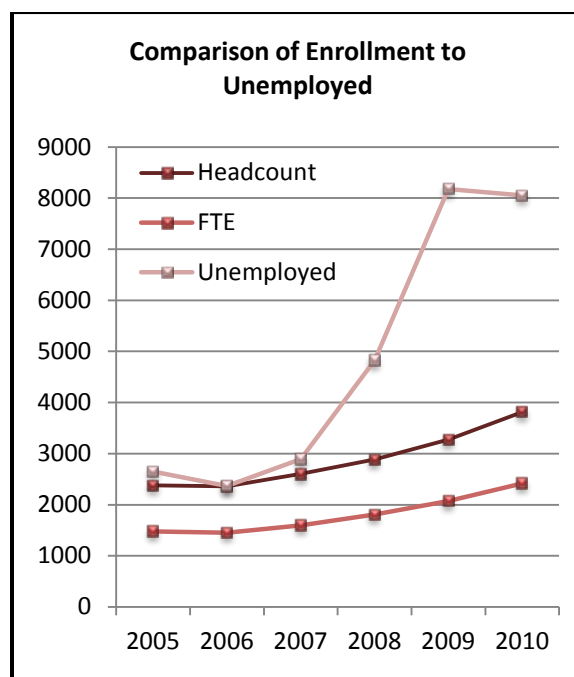


Figure 21

College enrollment is also affected by trends impacting local high school graduates. Rising tuition costs at four-year institutions and poor economic conditions, including high unemployment, have contributed to a rise in the number of local high school graduates who choose to attend Hawai'iCC (Figure 22, see following page). This is reflected in an increase

in the College’s “going rate,” the percentage of high school June graduates who enroll the following semester. Hawai’iCC’s going rate is similar to that of the UH Community College (UHCC) System, which has been rising and closely parallels national data (Figure 23).

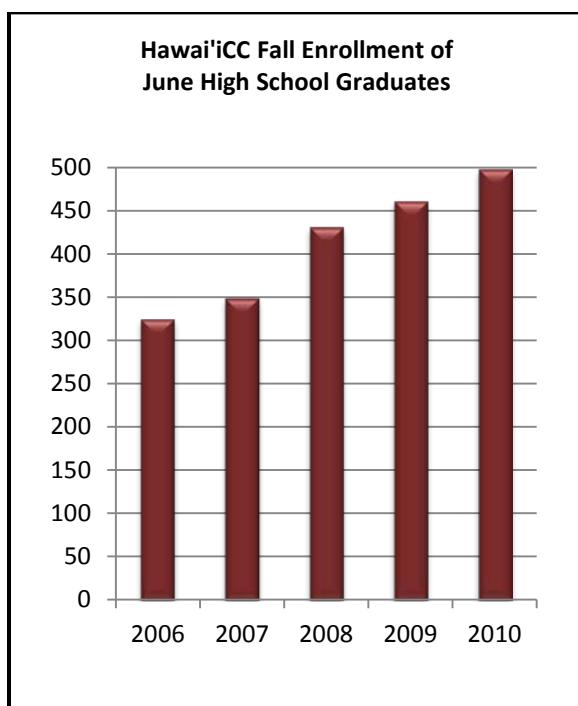


Figure 22

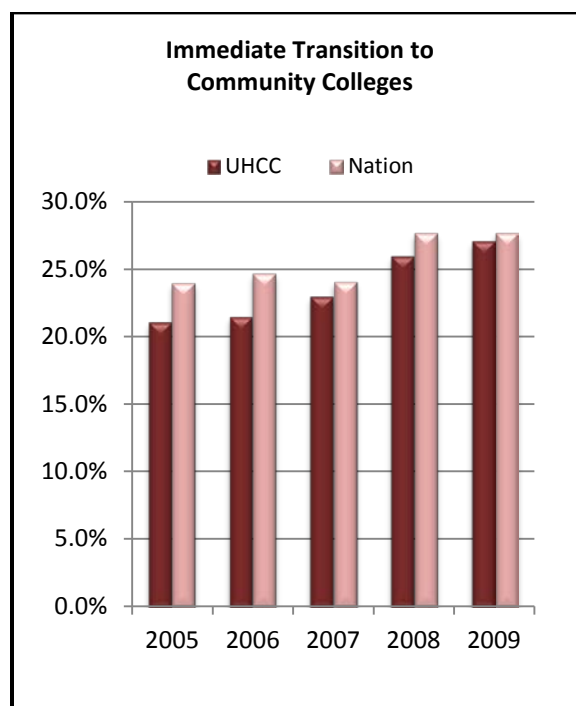


Figure 23

Forecasts show a continuation of trends contributing to the College’s increased enrollment, and enrollment projections show a stable upward climb: The July 2010 forecast for fall 2011 was 3,910; actual enrollment was 3,939. Fall 2015 enrollment is projected to be 4,304 (Figure 24).

To meet increased enrollment demand, Hawai’iCC has taken steps that include offering more online classes, which have seen student numbers double over the past five years (Figure 25, see following page). In addition, the College’s ability to provide affordable higher education will expand with the development of a new campus in West Hawai’i and the addition of facilities on the Hilo campus.

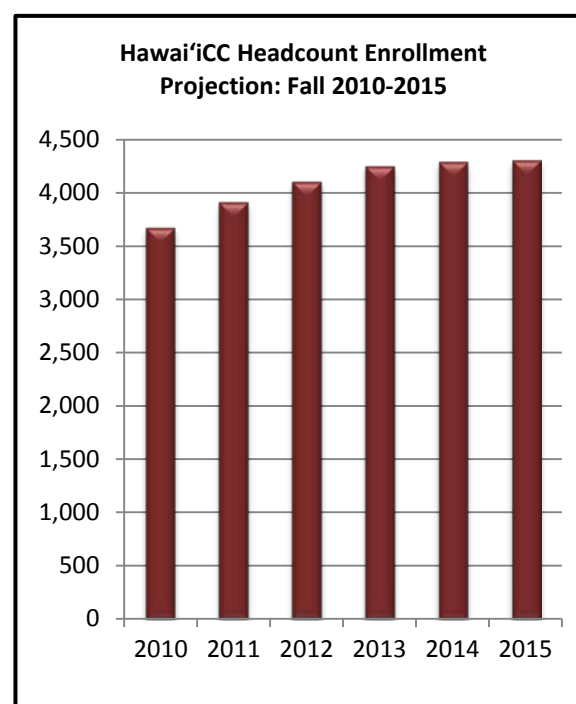


Figure 24

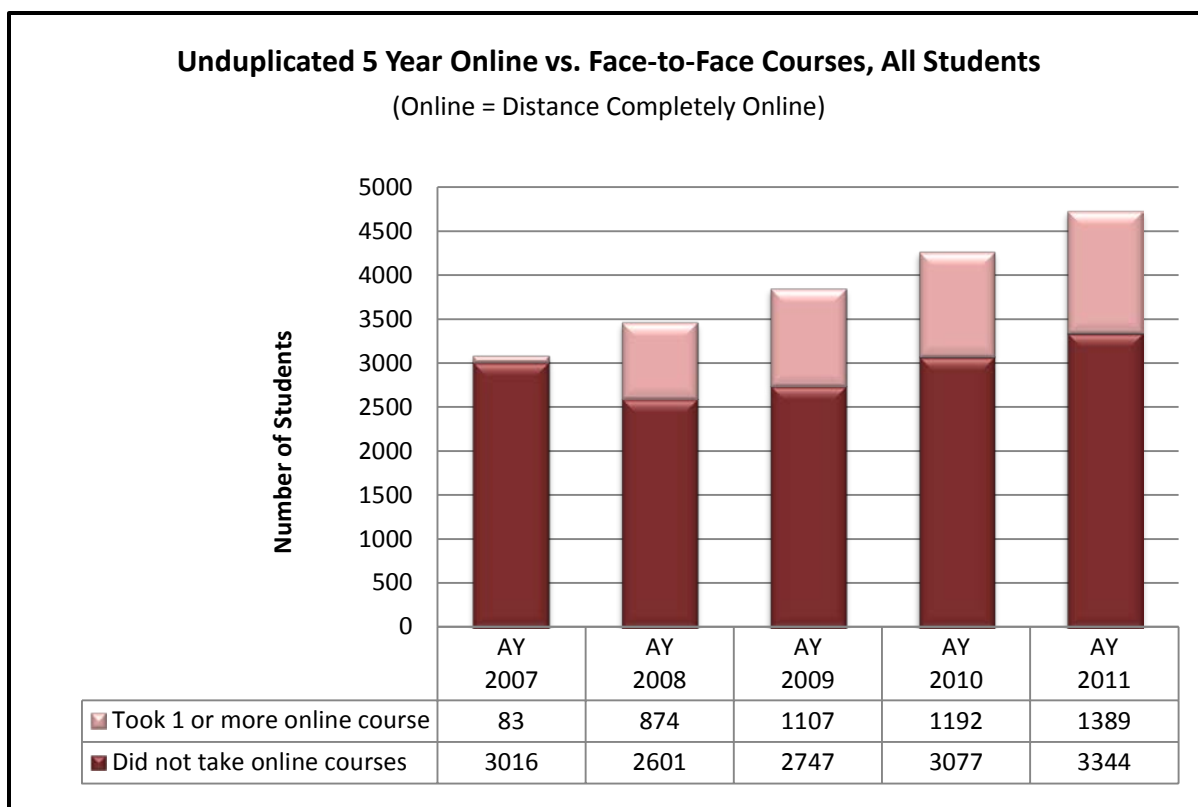


Figure 25

One anomaly to the College's enrollment growth is seen on the noncredit side, in terms of the number of registrants for noncredit courses offered through the Office of Continuing Education and Training (OCET). There has been fluctuation in OCET registration, with an overall drop during the review period from 2007 to 2011 (Figure 26).

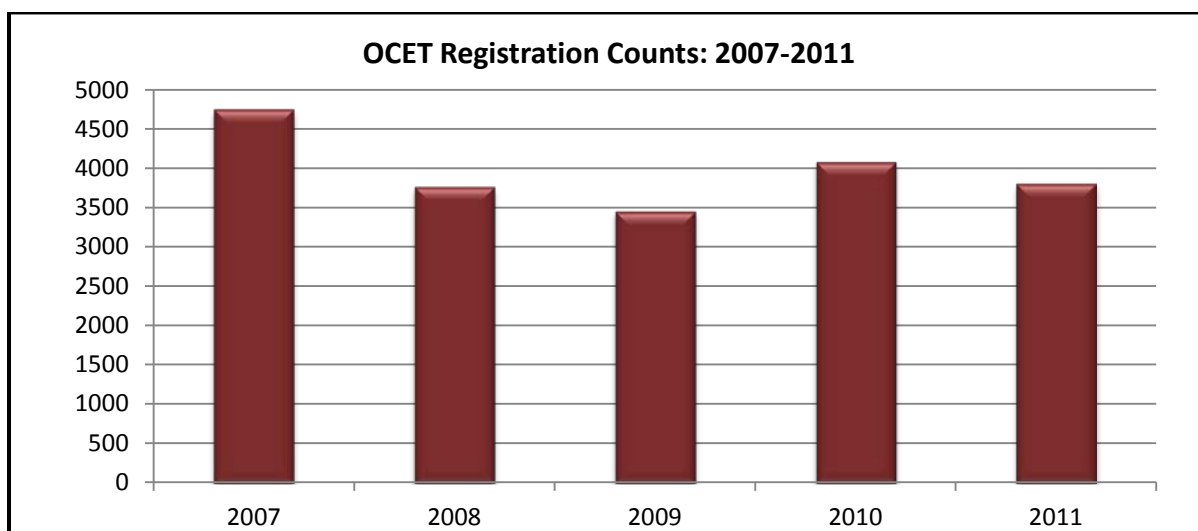


Figure 26

Degrees and Certificates

To meet the varied needs of the county's population, Hawai'iCC awards a wide range of certificates and degrees, including 16 certificates of completion (CC), 18 certificates of achievement (CA), 18 associate in applied science degrees (AAS), six associate in science degrees (AS), two academic subject certificates (ASC), an associate in technical studies degree (ATS), and a liberal arts associate of arts degree (AA). Figure 27 shows how the College's 2011 graduates distribute into its major programs.

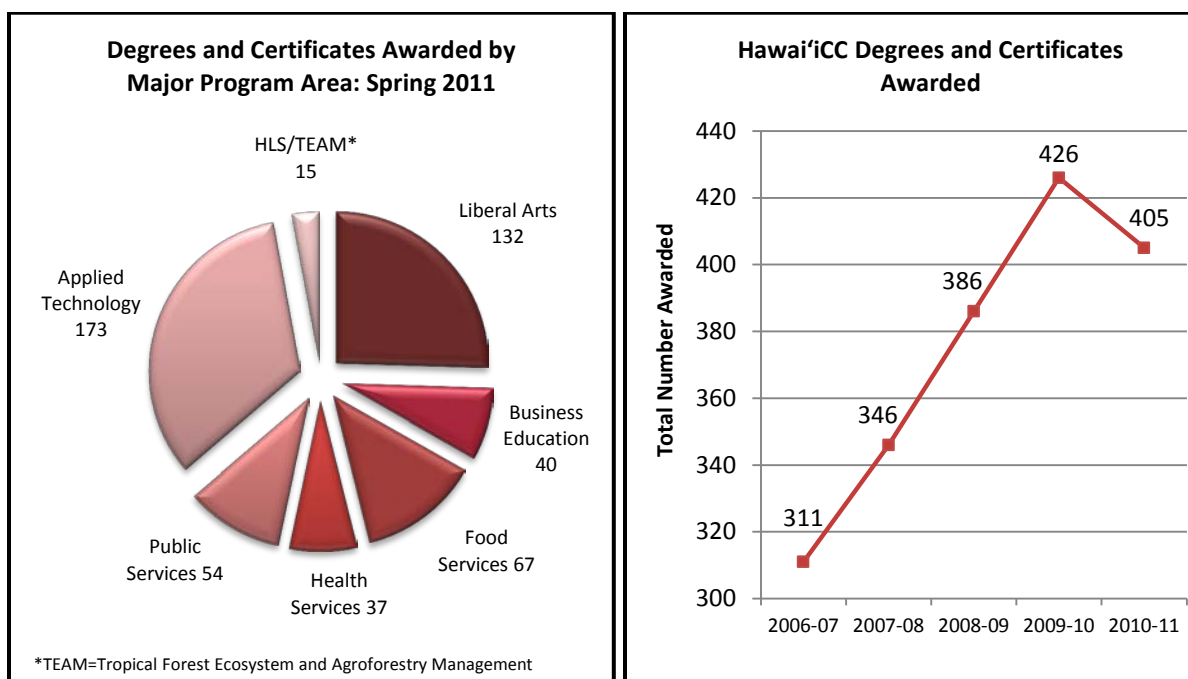


Figure 27

Figure 28

From 2007 to 2010, there was a rise in the number of degrees and certificates awarded, with a drop in 2011 (Figure 28). Data from 2011 show an actual decline in the number of CAs and AAs awarded but an increase in the number of AS, AAS, and ATS degrees (Figure 29). These data reflect enrollment demand: In fall 2010, almost half of Hawai'iCC students were seeking career and technical training, and enrolled in the College's AS or AAS degree programs (Figure 30, see following page). This demand can also be seen in 2011 graduation rates, which show that AAS, AS and ATS degrees comprise more than 50 percent of awards conferred (Figure 29).

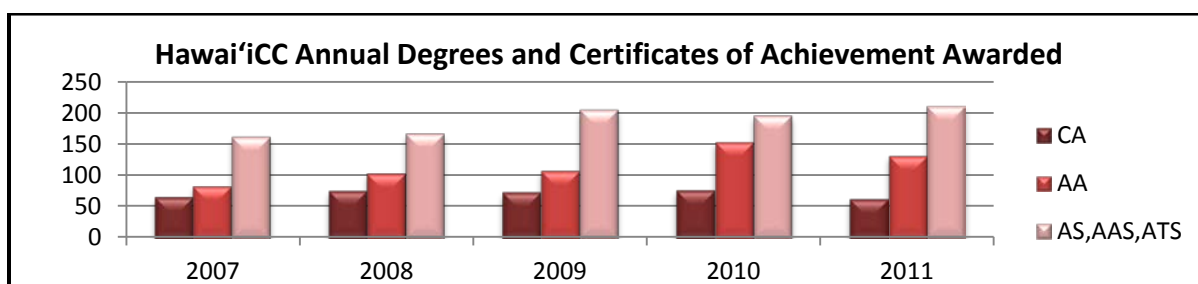


Figure 29

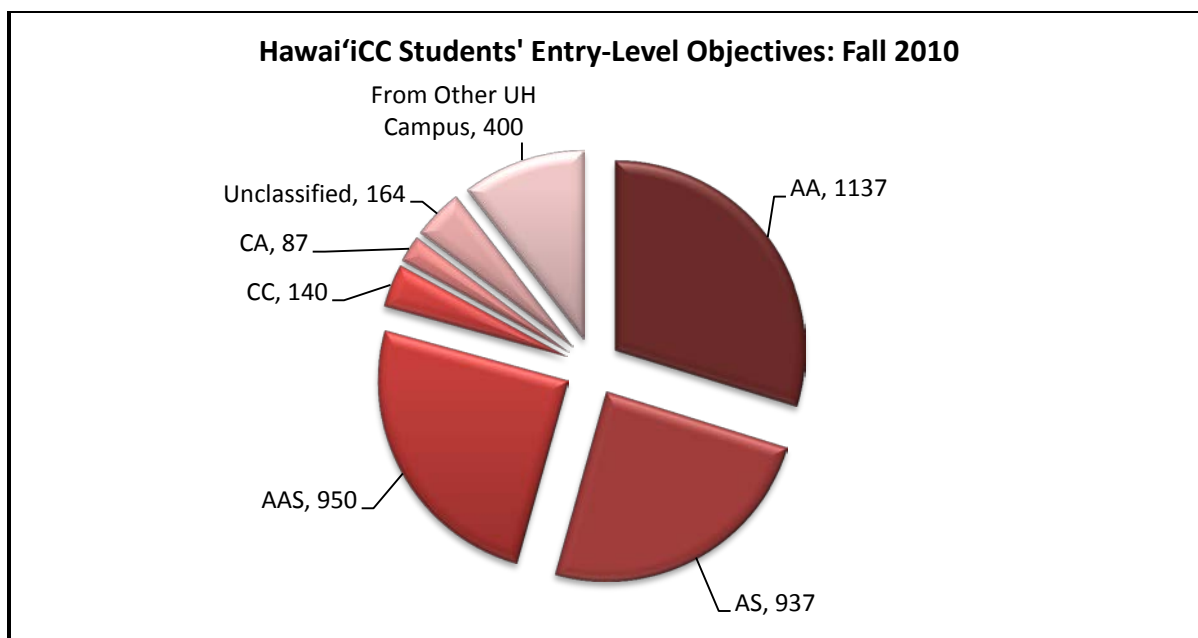


Figure 30

In addition to degree and certificate options, the College further serves its island community by providing a variety of noncredit programs and courses through the Office of Continuing Education and Training (OCET). OCET's menu of noncredit offerings includes short-term education and training, an accredited Intensive English Program (IEP) for international students, apprenticeship trade-specific academic courses, workforce-development and employment-preparation courses, and accredited professional certificate courses (Figure 31).

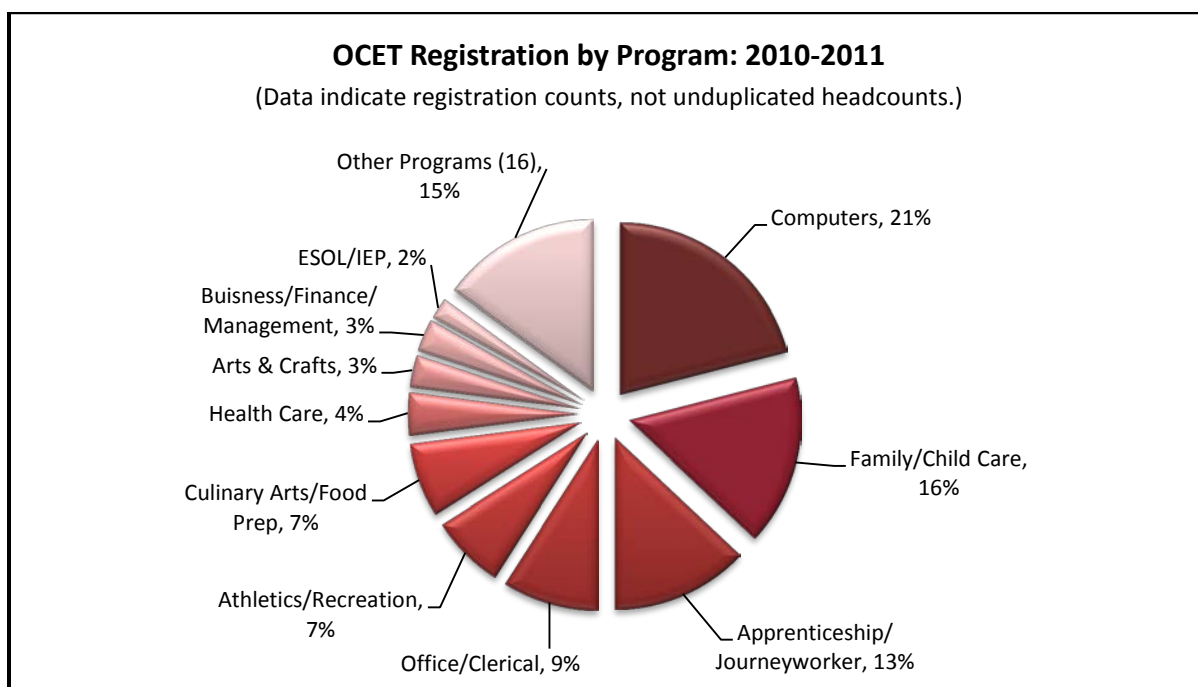


Figure 31

Hawai‘iCC has actively responded to needs of the community by developing new certificate and degree programs. Since 2006, important additions to the College’s offerings include a Substance Abuse Certificate of Completion, which received ACCJC approval in June 2008, and a Fire Science Program with both certificate and degree options, which was approved by the Commission in fall 2010. The College’s new Substance Abuse Certificate was developed to respond to increased substance abuse, in particular a rise in methamphetamine addiction (7). The College’s Fire Science Program was developed to meet the training needs of the County Fire Department, Volcanoes National Park, State Department of Land and Natural Resources, U.S. Fish and Wildlife Service, and the U.S. Army. The program provides county residents with on-island access to an affordable program, eliminating the need to travel to Honolulu Community College on O‘ahu. It is the only fire science program in the state that incorporates the Emergency Medical Services Program. In addition, Hawai‘iCC’s program has been specifically designed to meet the wildfire-training needs of the county, and, as such, offers distinct skills from those provided by Honolulu Community College, where the emphasis is on urban firefighting (8). Additional steps the College has taken to meet student needs include expanding the breadth of distance-learning offerings, particularly in the area of online education. The College now offers students the opportunity to obtain the AA degree online, which was approved by in spring 2009 (9). Student response can be seen in the increased number of registrants for online classes (Figure 32).

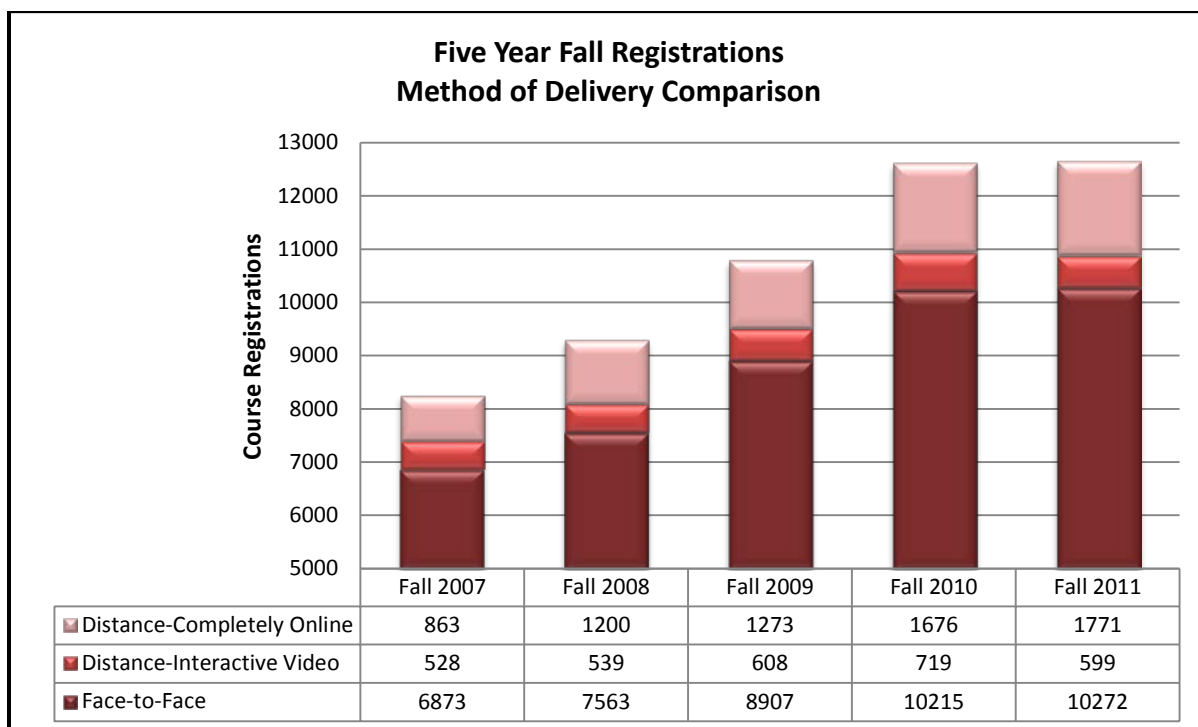


Figure 32

Student Success Measures and Challenges

Regarding measures of student success, including graduation, transfer, and persistence, data for the College population have fluctuated (Figure 33). For its 2007 cohort of entering students, the College's graduation rate (as measured by program completion within time and a half of intended program duration) exceeds the rate of the overall UHCC System. For this cohort, Hawai'iCC also shows a slight increase in the combined percentage of students either graduating or persisting (Figure 34).

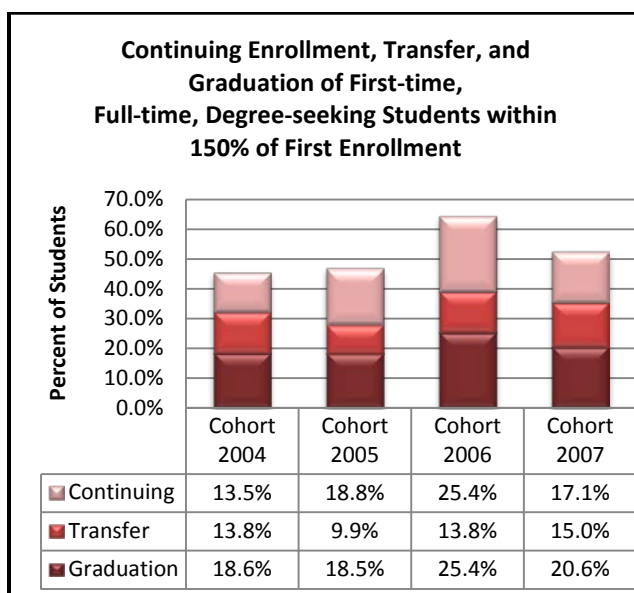


Figure 33

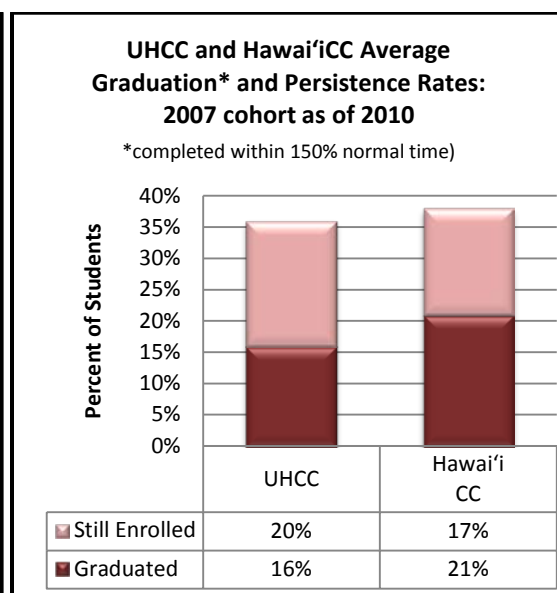


Figure 34

The College has taken steps to facilitate student transfer to baccalaureate degree programs. Transfer behavior shows that most choose UH System universities (Figure 35). In particular, Hawai'iCC students move on to UH Hilo. The College has targeted articulation agreements that ease student access to further educational opportunities.

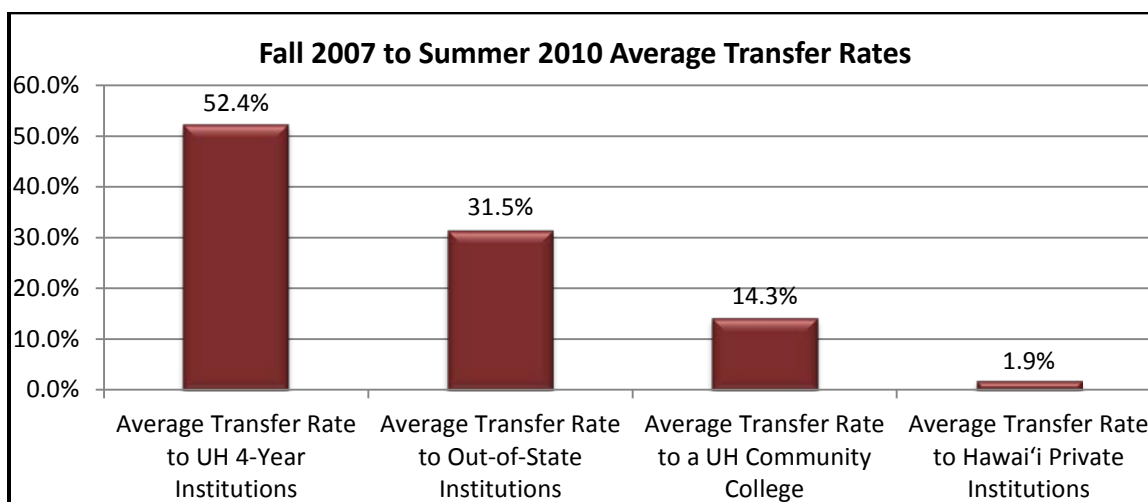


Figure 35

In working to enable student success, the College faces similar challenges to those of colleges nationwide, in particular the need to provide basic skills, which are defined as math and English courses not applicable to a degree or certificate. An examination of cohorts of first-time degree-seeking students entering between 2006 and 2010 shows an increasing need in this area. Enrollment in the College's developmental math, reading, and writing courses has steadily grown. Failure to complete such courses presents a considerable obstacle to student success (Figures 36, 37, and 38).

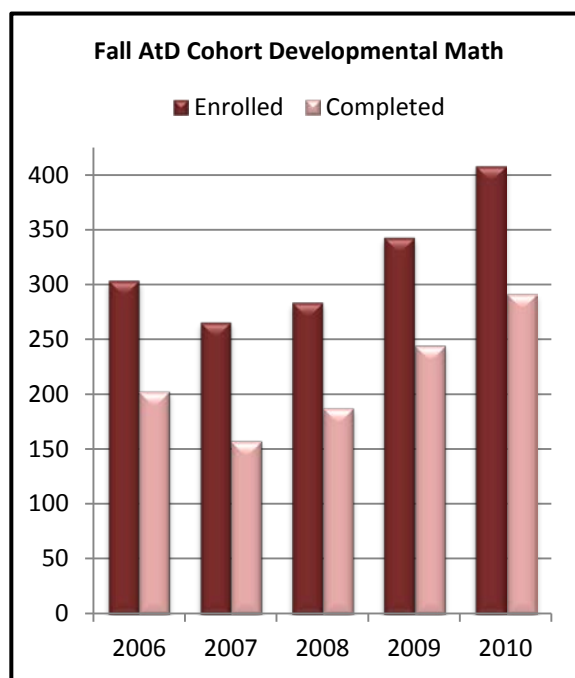


Figure 36

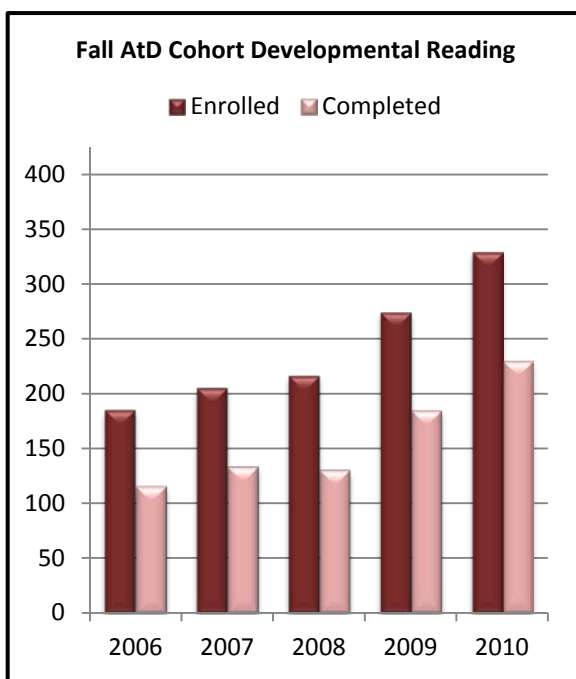


Figure 37

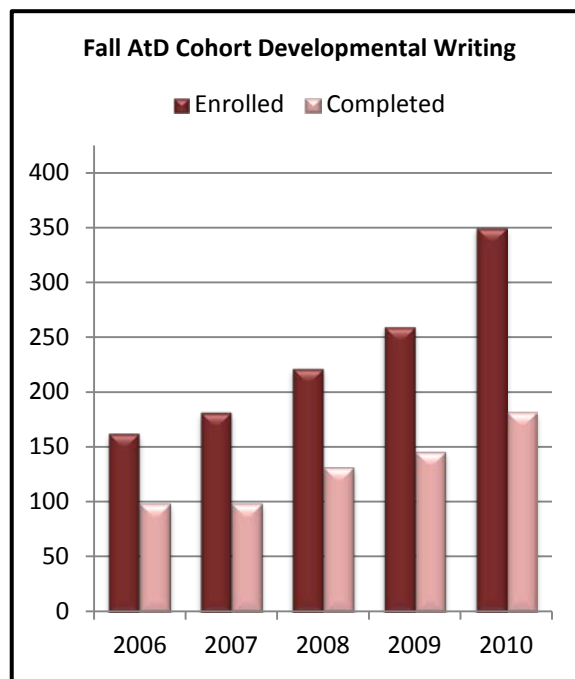


Figure 38

Trends and Performance

Over the last five years, the College has made significant progress in using data to identify trends, report on performance, and develop improvement strategies. Its success in regularly meeting four out of five goals in the University of Hawai'i Community College (UHCC) Performance Based Budget Initiative and in meeting a majority of the quantitative goals in the College's Strategic Plan indicates satisfactory institutional performance. In situations where performance expectations have not been met, the College has sought an explanation and employed intervention strategies. This focus on needs assessment and follow-on action further supports a satisfactory rating.

Significant trends affecting the College during the last five years stem from the economic downturn and higher enrollment. Higher enrollment itself is, in large part, a result of the depressed economy, which has triggered a rise in the number of unemployed, many of whom have enrolled at the College. Other enrollment factors include an increase in the island's population and the College's focus on supporting student access to financial aid, which has resulted in more students being able to enroll through Pell Grant support. The College has also gained enrollment through its focus on serving Hawaiian students. The Hawai'i Life Styles program has successfully pursued significant grant funding to support Hawaiian students, with this population showing a steady increase.

Enrollment increases have led to healthier financial indicators for the College. Average class size has increased, and the number of low-enrolled classes has dropped. Tuition funds have gone up.

While the economic downturn has played a role in positive trends related to College enrollment and financial health, it has negatively impacted performance indicators tied to external factors, specifically workforce demand. UHCC System performance expectations for instructional programs measure demand and effectiveness indicators based on the number of job openings. With the recession, this number has fallen substantially, bringing down the College's demand and effectiveness scores. Specific to demand, because this indicator is a measure of the number of program majors relative to job openings, enrollment increases have magnified the impact of diminished employment opportunities. One result is that the number of College programs with unhealthy demand ratings increased 50 percent from 2010 to 2011. Related to effectiveness, as this indicator is also measured based in part on job openings, the drop in employment has contributed to assigning 73 percent of College programs cautionary scores in this area. Moving forward, while the College anticipates that demand and effectiveness scores will improve as the economy rebounds, the administration will continue to work with program advisory councils to ensure that College programs are designed to meet employment needs.

College effectiveness measures also derive from internal factors. In terms of measures based on internal data, the College has performed well relative to expectations set in the UHCC Performance Based Budget Initiative, last funded by the legislature in 2010. UHCC budget-initiative goals are tied to student achievement and Pell Grant numbers. Hawai'iCC has repeatedly met four of the five outcomes, falling short only in the area of Science, Technology, Engineering, and Mathematics (STEM) graduates. In response, the College is

establishing an AS degree in the natural sciences, thus providing an option for students interested in pursuing science careers, such as engineering, which require at least a four-year degree. The College is also redesigning its electronics degree, which is a STEM major, to make it more current.

In addition to achieving goals set in the UHCC Performance Based Budget Initiative, the College shows positive performance trends connected to its own Strategic Plan outcomes, which are tied to the Hawai'iCC mission. Based on Strategic Plan expectations, the College tracks data related to six areas: 1. educational attainment, 2. educational capital, 3. a globally competitive workforce, 4. economic contribution, 5. Hawai'i's educational capital, and 6. resources and stewardship. Performance is based in part on student achievement measures, STEM graduates, and transfers to a four-year UH university, as well as on measures related to efficient College operations, including economic contribution to the state, investment in human resources, and sustainability. To track progress, the Strategic Plan sets 37 quantitative goals, which the College has been steadily working toward; complete data are available through 2009 (Figure 39) (10).

| Strategic Plan Goal Achievement | | | |
|---------------------------------|------|------|------|
| | 2007 | 2008 | 2009 |
| Goals reported on | 36 | 37* | 36 |
| Goals achieved | 25 | 28 | 29 |
| % Achieved | 69% | 76% | 81% |

*CCSSE-related goal is reported every other year.

Figure 39

Specific to student achievement, the College tracks student retention and persistence data (Figures 40 and 41, shown at the end of this section). The rate of retention – defined as a student remaining enrolled throughout the semester – has remained high during the review period (Figure 40). There has been a slight increase since 2006, with both 2009 and 2010 rates nearing 96 percent. An analysis of student subpopulations corresponds with these data, with almost all student populations showing measures of retention of greater than 90 percent. This measure dips below 90 percent for fall 2008 for American Indians/Alaska Natives and Blacks/African Americans and for fall 2009 for Blacks/African Americans. However, this variance is due to the impact of a low number of student actions within a small subpopulation, as opposed to being representative of a trend; see Figure 7 within “Demographics” for subpopulation numbers by ethnicity.

Related to persistence (Figure 41), the College has recognized the need to respond to lower rates in re-enrollment from semester to semester. Overall, there has been a slight increase for both full- and part-time students over the review period, with the rates growing by 2.2 and 4.2 percent respectively. In addition, the College notes positive trends for full-time recent high school graduates and Native Hawaiian students, with persistence rates increasing by 10.4 and 6.0 percent respectively. An examination of other subpopulations shows fluctuating

data, in particular for smaller populations such as American Indians/Alaska Natives, Blacks/African Americans, and Hispanics/Latinos, where a small number of student actions carry significant percentage weight.

However, the College recognizes that there is a high discrepancy between full- and part-time re-enrollment, with part-time student re-enrollment typically lagging full-time by more than 20 percent. In addition, while the full-time re-enrollment rate is greater than 80 percent, the College recognizes that this rate, over time, results in unsatisfactory levels of attrition, with significant numbers of students exiting without attaining a certificate or a degree. This can be seen in Figure 33, shown within the previous section, “Student Success Measures and Challenges.” Data for the 2007 cohort show that close to 50 percent of students have exited without completing or transferring.

The College has taken the following steps to improve success levels:

- participating in the UH System’s graduation initiative ([11](#))
- sending faculty to a national first-year experience conference and subsequently instituting mandatory orientation for new students
- piloting cohort models for first-year students placing into developmental reading
- designing accelerated learning models for developmental English classes
- hiring instructors with experience teaching developmental English at the high-school level
- designating computer classrooms for developmental-writing classes
- designing initiatives to support Hawaiian students, including an early-warning system and tutoring programs, as well as differentiating Hawai‘i Life Styles (HLS) degree programs to include both an AAS degree and an AA degree with HLS emphasis for students whose goal is to transfer to a four-year college

In addition to setting overall institutional goals, the College requires programs and units to set performance goals as part of their assessment plans. When assessment results fall short, programs analyze results and implement strategies designed to advance program quality. Data are reported in comprehensive program and unit reviews, which are tied to institutional planning decisions.

| Hawa'iCC Retention Fall to Spring Enrollment All Students: Full-time (FT) and Part-time (PT) N = Denominator | | | | | | | | | | |
|--|------------------------|------------------|------------------------|-----------------|------------------------|-----------------|-------------------------|-----------------|-------------------------|-----------------|
| | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
| | Total 93.57% N=7450 | | Total 94.23% N=8264 | | Total 94.94% N=9302 | | Total 95.99% N=10785 | | Total 95.86% N=12614 | |
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| | 93.5% N=5082 | 93.7% N=2368 | 94.6% N=5769 | 93.5% N=2495 | 95.1% N=6458 | 94.6% N=2844 | 96.3% N=7605 | 95.3% N=3180 | 95.9% N=9039 | 95.9% N=3575 |
| Age | | | | | | | | | | |
| Recent High School Graduates | 92.9% N=1048 | 94.7% N=302 | 95.6% N=1225 | 91.2% N=215 | 97.0% N=1524 | 92.5% N=308 | 95.9% N=1407 | 94.6% N=460 | 97.9% N=1627 | 97.2% N=425 |
| Other< 22 Year Olds | 94.3% N=2184 | 93.1% N=714 | 93.4% N=2519 | 92.9% N=808 | 93.8% N=2573 | 93.6% N=893 | 97.1% N=3062 | 95.9% N=972 | 95.6% N=3318 | 95.7% N=1115 |
| 22-24 | 93.6% N=652 | 93.4% N=320 | 95.5% N=666 | 94.7% N=380 | 91.9% N=719 | 93.5% N=370 | 95.4% N=986 | 92.5% N=361 | 94.7% N=1056 | 94.4% N=450 |
| 25-49 | 91.9% N=1103 | 93.5% N=860 | 95.4% N=1246 | 94.4% N=887 | 96.7% N=1522 | 95.7% N=1090 | 95.5% N=2014 | 96.0% N=1171 | 95.6% N=2810 | 96.2% N=1378 |
| >49 | 98.9% N=95 | 95.9% N=172 | 92.9% N=113 | 91.7% N=169 | 95.8% N=120 | 98.9% N=183 | 97.8% N=136 | 95.8% N=215 | 93.9% N=228 | 95.2% N=207 |
| Race/Ethnicity | | | | | | | | | | |
| American Indian or Alaska Native | 92.3% N=52 | 84.0% N=25 | 92.6% N=54 | 96.0% N=25 | 97.6% N=41 | 85.7% N=28 | 94.4% N=36 | 91.4% N=35 | 95.9% N=73 | 100.0% N=29 |
| Asian | 95.6% N=1442 | 95.8% N=643 | 96.3% N=1577 | 95.6% N=637 | 96.1% N=1649 | 94.1% N=692 | 96.5% N=1643 | 97.1% N=619 | 96.4% N=1685 | 97.1% N=694 |
| Black or African American | 100.0% N=36 | 94.4% N=18 | 91.5% N=59 | 100.0% N=30 | 86.2% N=65 | 92.3% N=26 | 89.2% N=65 | 89.7% N=29 | 94.0% N=67 | 95.5% N=44 |
| Hispanic/Latino of Any Race | 91.6% N=119 | 95.7% N=47 | 95.5% N=112 | 81.8% N=55 | 96.9% N=128 | 97.4% N=77 | 90.5% N=169 | 93.1% N=87 | 96.3% N=191 | 93.1% N=72 |
| Native Hawaiian | 91.6% N=1729 | 91.7% N=661 | 94.9% N=2097 | 91.5% N=755 | 95.0% N=2719 | 94.9% N=909 | 96.8% N=3402 | 95.2% N=1245 | 95.2% N=4175 | 95.3% N=1393 |
| Other Pacific Islander | 97.4% N=117 | 91.4% N=81 | 87.4% N=191 | 90.6% N=32 | 90.6% N=171 | 88.7% N=71 | 99.0% N=205 | 97.4% N=114 | 94.5% N=293 | 99.1% N=106 |
| White | 93.1% N=921 | 92.8% N=567 | 93.9% N=890 | 92.7% N=561 | 94.8% N=827 | 96.0% N=647 | 95.2% N=1143 | 94.1% N=696 | 96.3% N=1571 | 95.5% N=815 |
| Two or More Races | 94.5% N=596 | 94.9% N=216 | 92.9% N=673 | 94.8% N=287 | 94.1% N=763 | 93.1% N=274 | 95.9% N=844 | 94.8% N=287 | 97.4% N=944 | 95.9% N=394 |
| Unknown/Other | 91.4% N=70 | 99.1% N=110 | 91.4% N=116 | 99.1% N=113 | 98.9% N=95 | 95.8% N=120 | 99.0% N=98 | 100.0% N=68 | 100.0% N=40 | 96.4% N=28 |
| Gender | | | | | | | | | | |
| Female | 92.8% N=2925 | 93.8% N=1572 | 94.2% N=3232 | 93.5% N=1620 | 95.1% N=3516 | 95.8% N=1831 | 96.1% N=4001 | 96.4% N=1812 | 95.3% N=4964 | 95.8% N=2177 |
| Male | 94.4% N=2143 | 93.5% N=795 | 95.0% N=2494 | 93.3% N=860 | 95.0% N=2873 | 92.2% N=976 | 96.5% N=3422 | 93.8% N=1256 | 96.5% N=3955 | 95.8% N=1319 |
| Not Reported | 100.0% N=14 | 100.0% N=1 | 90.7% N=43 | 100.0% N=15 | 97.1% N=69 | 100.0% N=37 | 96.2% N=182 | 94.6% N=112 | 98.3% N=120 | 98.7% N=79 |
| Socio Economic (Pell) | | | | | | | | | | |
| Received Pell | 94.5% N= 1766 | 91.6% N= 489 | 95.4% N=2232 | 92.4% N=513 | 96.2% N=2665 | 96.1% N=713 | 96.1% N=3940 | 96.5% N=1110 | 95.9% N=5693 | 95.5% N=1430 |
| Did not receive Pell | 93% N= 3316 | 94.3% N= 1879 | 94.0% N=3537 | 93.7% N=1982 | 94.3% N=3793 | 94.1% N=2131 | 96.5% N=3665 | 94.7% N=2070 | 95.8% N=3346 | 96.1% N=2145 |
| Distance Completely On-Line Courses (DCO) | | | | | | | | | | |
| Student Took No DCO | 93.5% N=5082 | 93.7% N=2368 | 94.5% N=4651 | 93.8% N=1940 | 95.9% N=4949 | 94.7% N=2092 | 97.1% N=5760 | 95.9% N=2493 | 96.5% N=6702 | 96.1% N=2700 |
| Student Took 1 or More DCO | | | 94.6% N=1118 | 92.4% N=555 | 92.2% N=1509 | 94.4% N=752 | 93.8% N=1845 | 93.2% N=687 | 94.0% N=2337 | 95.1% N=875 |

Figure 40

| Hawa'icc Persistence Fall to Spring Enrollment All Students: Full-time (FT) and Part-time (PT) N = Denominator | | | | | | | | | | |
|--|------------------------|----------------|------------------------|----------------|------------------------|-----------------|------------------------|----------------|------------------------|-----------------|
| | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
| | Total 72.44% N=1985 | | Total 73.13% N=2147 | | Total 74.65% N=2379 | | Total 75.39% N=2114 | | Total 76.35% N=3251 | |
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| | 82.4% N=1103 | 60.0% N=882 | 82.3% N=1205 | 61.4% N=942 | 83.6% N=1368 | 62.6% N=1011 | 83.8% N=1375 | 63.5% N=739 | 84.6% N=1931 | 64.2% N=1320 |
| Age | | | | | | | | | | |
| Recent High School Graduates | 78.0% N=209 | 62.9% N=97 | 79.1% N=254 | 58.9% N=90 | 81.9% N=309 | 56.1% N=107 | 84.6% N=299 | 70.8% N=154 | 88.4% N=346 | 66.2% N=142 |
| Other< 22 Year Olds | 84.3% N=485 | 59.8% N=229 | 81.0% N=531 | 60.1% N=278 | 82.6% N=564 | 59.3% N=285 | 81.6% N=662 | 61.2% N=327 | 82.6% N=719 | 60.0% N=380 |
| 22-24 | 79.6% N=137 | 58.1% N=124 | 83.9% N=137 | 66.7% N=150 | 83.4% N=145 | 57.9% N=145 | 81.0% N=211 | 61.7% N=141 | 82.3% N=226 | 67.8% N=177 |
| 25-49 | 82.7% N=249 | 59.9% N=364 | 86.5% N=259 | 62.9% N=361 | 86.1% N=323 | 67.6% N=407 | 88.6% N=438 | 60.9% N=463 | 85.6% N=597 | 66.0% N=536 |
| >49 | 95.7% N=23 | 60.3% N=68 | 91.7% N=24 | 49.2% N=63 | 92.6% N=27 | 67.2% N=67 | 74.2% N=31 | 78.2% N=78 | 86.0% N=43 | 61.2% N=85 |
| Race/Ethnicity | | | | | | | | | | |
| American Indian or Alaska Native | 75.0% N=12 | 62.5% N=8 | 81.8% N=11 | 77.8% N=9 | 87.5% N=8 | 64.3% N=14 | 75.0% N=6 | 72.7% N=11 | 86.7% N=15 | 70.0% N=10 |
| Asian | 88.0% N=326 | 64.3% N=238 | 88.7% N=353 | 62.1% N=248 | 86.6% N=365 | 68.6% N=245 | 87.2% N=367 | 69.3% N=231 | 87.0% N=369 | 69.0% N=274 |
| Black or African American | 87.5% N=8 | 50.0% N=10 | 91.7% N=12 | 63.6% N=11 | 69.2% N=13 | 70.0% N=10 | 92.9% N=14 | 90.0% N=10 | 81.3% N=16 | 80.0% N=15 |
| Hispanic/Latino of Any Race | 80.8% N=26 | 47.6% N=21 | 71.4% N=21 | 43.5% N=23 | 70.4% N=27 | 64.3% N=28 | 70.3% N=37 | 58.8% N=34 | 89.7% N=39 | 81.5% N=27 |
| Native Hawaiian | 77.6% N=375 | 59.5% N=257 | 79.0% N=429 | 63.5% N=301 | 82.8% N=564 | 58.2% N=330 | 84.0% N=714 | 60.6% N=470 | 83.6% N=886 | 57.8% N=510 |
| Other Pacific Islander | 83.3% N=24 | 47.2% N=36 | 76.9% N=39 | 62.5% N=16 | 83.8% N=37 | 46.9% N=32 | 84.8% N=46 | 75.6% N=45 | 75.4% N=65 | 61.5% N=39 |
| White | 82.6% N=190 | 58.5% N=205 | 82.4% N=176 | 56.5% N=200 | 77.5% N=169 | 68.4% N=234 | 79.0% N=248 | 62.4% N=242 | 84.4% N=326 | 64.5% N=299 |
| Two or More Races | 81.1% N=127 | 60.8% N=79 | 80.3% N=142 | 63.1% N=103 | 86.6% N=164 | 52.1% N=96 | 84.3% N=185 | 57.8% N=102 | 87.4% N=207 | 72.8% N=136 |
| Unknown/Other | 93.3% N=15 | 64.3% N=28 | 72.7% N=22 | 67.7% N=31 | 100.0% N=21 | 63.6% N=22 | 86.4% N=22 | 72.2% N=18 | 75.0% N=8 | 70.0% N=10 |
| Gender | | | | | | | | | | |
| Female | 82.1% N=626 | 58.7% N=591 | 83.2% N=671 | 62.4% N=609 | 82.8% N=745 | 65.2% N=655 | 85.8% N=857 | 67.2% N=687 | 84.6% N=1043 | 64.4% N=820 |
| Male | 82.9% N=474 | 62.4% N=290 | 81.0% N=526 | 59.3% N=327 | 84.3% N=610 | 57.2% N=341 | 81.5% N=746 | 57.9% N=439 | 85.2% N=862 | 63.7% N=474 |
| Not Reported | 66.7% N=3 | 100% N= 1 | 100.0% N=8 | 66.7% N= 4 | 92.3% N=13 | 73.3% N=15 | 84.2% N=38 | 62.2% N=37 | 69.2% N=26 | 69.2% N=26 |
| Socio Economic (Pell) | | | | | | | | | | |
| Received Pell | 83.7% N=375 | 68.2% N=173 | 87.1% N=457 | 75.6% N=180 | 88.4% N=552 | 78.4% N=255 | 88.7% N=850 | 75.5% N=379 | 89.1% N=1217 | 75.9% N=497 |
| Did not receive Pell | 81.7% N=728 | 58.0% N=709 | 79.4% N=748 | 58.0% N=762 | 80.3% N=816 | 57.3% N=756 | 78.5% N=791 | 57.8% N=784 | 77.0% N=714 | 57.2% N=823 |
| Distance Completely On-Line Courses (DCO) | | | | | | | | | | |
| Student Took No DCO | 82.4% N=1103 | 60.0% N=882 | 83.1% N=985 | 60.3% N=741 | 84.1% N=1066 | 62.5% N=749 | 83.6% N=1261 | 63.6% N=912 | 86.2% N=1443 | 63.9% N=1003 |
| Student Took 1 or More DCO | | | 78.6% N=220 | 65.2% N=201 | 81.8% N=302 | 63.0% N=262 | 84.5% N=380 | 63.3% N=251 | 79.9% N=488 | 65.3% N=317 |

Figure 41

Significant Events at Hawai‘i Community College 2007-2012

2007

| | |
|----------------|--|
| January 31 | ACCJC reaffirms accreditation, with the requirement that the College complete a Progress Report by October 15, 2008. |
| November | \$2 million is released by Governor Linda Lingle for planning and design of a West Hawai‘i campus. |
| January-July | Louis Zitnik is appointed interim director, UH Center, West Hawai‘i. |
| August 13 | Intensive English Program (IEP) receives nine years continued accreditation from the Commission on English Language Program Accreditation. |
| August-October | Raynette Haleamau-Kam is appointed interim director, UH Center, West Hawai‘i. |
| October 16 | Beth Sanders is appointed interim director, UH Center, West Hawai‘i. |
| December 31 | Joni Onishi is appointed interim dean of Career and Technical Education (CTE). |

2008

| | |
|------------|--|
| April 22 | Substantive Change Proposal for Certificate of Completion in Substance Abuse by Distance Education (DE) is submitted to ACCJC. |
| June 20 | ACCJC approves the Substantive Change for the Certificate of Completion in Substance Abuse by DE. |
| October 15 | Progress Report is submitted to ACCJC. |

2009

| | |
|-------------|---|
| January 7-9 | Progress Report is approved by ACCJC. |
| March 12 | Substantive Change Proposal for Liberal Arts Associate in Arts (AA) degree by DE is submitted to ACCJC. |
| April 2 | Campus Governance policy (HAW 3.303) is issued by Chancellor Rockne Freitas. |
| April 17 | ACCJC approves the Substantive Change for the Liberal Arts AA degree by DE. |
| June 30 | Sara Narimatsu, director of the Office of Continuing Education and Training (OCET) retires; Debbie Shigehara is appointed interim director of OCET. |
| June 30 | Vice Chancellor for Academic Affairs (VCAA) Doug Dykstra resigns to become chancellor at Windward Community College. |
| August 1 | Noreen Yamane becomes interim VCAA. |

| | |
|------------|--|
| August 1 | Guy Kimura is appointed interim dean of Liberal Arts and Public Services. |
| October 9 | UH Center, West Hawai'i Long Range Development Plan 2009 Revision and Update Final Report is completed. |
| October 15 | Midterm Report submitted to ACCJC. |
| October 29 | Hawai'iCC Strategic Plan: 2008-2015 is finalized. The plan includes strategic outcomes, performance measures, Hawai'iCC action strategies, funding sources, and units responsible for carrying out the plan. |

2010

| | |
|-------------|--|
| January 29 | ACCJC accepts Midterm Report. |
| May 3 | College Web Developer is hired. |
| June 16 | Policies and Procedures Manual for Hawai'iCC is posted on the College's website. |
| June 30 | Chancellor Freitas resigns to accept an associate vice president position for the UH System. Noreen Yamane is named interim chancellor. |
| July 1 | Joni Onishi is appointed as interim VCAA. |
| July 1 | James Yoshida is appointed as interim dean of Career and Technical Education (CTE). |
| October 1 | Substantive Change Proposal for the Fire Science Program is submitted to ACCJC. |
| October 11 | Assessment policy (HAW 5.202) is issued by Interim Chancellor Yamane. |
| October 29 | General Education (GE) Statement of Philosophy and Learning Outcomes are approved by the Academic Senate; Interim Chancellor Yamane approves these on November 3. |
| November 15 | Hawai'iCC Manono Campus Long Range Development Plan 2010 Revision and Final Report is updated. |
| November 19 | Agreement is signed between the UH System and Pāalamanui Partners, LLC, which provides for a \$4.7 million road and additional funding for the first phase of the Hawai'i Community College Pāalamanui campus; Pāalamanui Partners commit \$9.7 million. |
| November 19 | E 'Imi Pono Day: Dr. Terri Manning, national expert on assessment, institutional effectiveness, and accreditation, conducts assessment workshops: "Closing the Loop" and "Assessment for Liberal Arts." |
| December 6 | ACCJC grants conditional approval of Substantive Change for the Fire Science Program. |
| December 31 | Barbara Arthurs, vice chancellor for student affairs, retires. |

2011

| | |
|--------------|---|
| January 3 | Addendum is submitted to ACCJC for the Substantive Change Proposal for the Fire Science Program. |
| February | IEP submits a Midterm Report to the Commission on English Language Program Accreditation. |
| February 4 | James Yoshida is appointed interim vice chancellor for student affairs. |
| March | Nursing and Allied Health Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) for the next eight years. |
| March 18 | Construction of the midlevel road for the Hawai'i Community College Pālanui campus begins; University President M.R.C. Greenwood announces that the Pālanui campus will be one of the most energy-efficient college complexes in the United States. |
| March 29 | ACCJC approves the Substantive Change for the Fire Science Program. |
| May 20 | UHCC Vice President John Morton announces Noreen Yamane as the BOR-approved chancellor of Hawai'i Community College. |
| June 22-24 | Terri Manning conducts workshop for Hawai'iCC on unit outcomes and authentic assessment. |
| June 30 | The AAS Degree in Food Services Program is accredited by the American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission through July 30, 2014. |
| July 5 | Early Childhood Education Children's Center is accredited by the National Association for the Education of Young Children (NAEYC) through August 1, 2016. |
| August | UH System Vice President Rockne Freitas announces projected occupancy time for Pālanui campus is fall 2014. |
| September 16 | E 'Imi Pono Day: Assessment Fair |
| September 23 | Criteria for certifying GE courses, GE Student Learning Outcome Descriptors, and GE certification process are approved by the Academic Senate. |
| November 4 | College Council approves the Integrated Planning for Institutional Effectiveness policy and accompanying flowchart. |
| November 28 | Integrated Planning for Institutional Effectiveness policy (HAW 4.201) is issued by Chancellor Yamane. |
| December 6 | Institutional Learning Outcomes (ILOs) are approved by College Council. |

2012

| | |
|------------|---|
| January 17 | Jason Cifra is appointed vice chancellor for student affairs. |
|------------|---|

Organization of the Self Evaluation Process

Accreditation Steering Committee Members

Accreditation Standard Committee Members

Accreditation Timeline



*UH Center, West Hawai'i
Kealahou, Hawai'i*

Accreditation Steering Committee Members

During fall 2009, Hawai'iCC administration invited key individuals to form the Accreditation Steering Committee, charged with the responsibility of overseeing and carrying out the Self Evaluation process. Starting in January 2010, the Steering Committee met monthly to plan and set timelines for important accreditation activities, and to inform members about ACCJC updates. Minutes of these meetings and resources can be found on the College's website ([12](#)).

| Title | Name |
|-------------------------------|--|
| Chancellor | Noreen Yamane |
| Accreditation Liaison Officer | Kathryn Sims, Faculty, English, UH Center, West Hawai'i (UHCWH) |
| Co-Chairs | Joel Tanabe, Faculty, Carpentry, CTE Chair Gwen Kimura, Interim Coordinator, The Learning Center |
| Administration | Joni Onishi, Interim Vice Chancellor for Academic Affairs Beth Sanders, Interim Director UH Center, West Hawai'i |
| Academic Senate Chair | Ellen Okuma (2008-11), Academic and Admin. Support Joyce Hamasaki (Fall 2011), Faculty, Nursing Manaiakalani Kalua (2012-13), Faculty, Hawai'i Life Styles |
| College Council Chair | Dorinna Manuel-Cortez (2009-11), Admissions Specialist Monica Burnett (2011-13), Academic Support, I Ola Hāloa |
| Standard I Co-Chairs | Michael Saito, Faculty, Auto Body Repair and Painting Raynette Haleamau-Kam, Counselor, UHCWH |
| Standard II Co-Chairs | Annette Maeda, Faculty, English Sherri Fujita, Intensive English Program (IEP) Coordinator |
| Standard III Chair | Wilton Watanabe, Apprenticeship Coordinator |
| Standard IV Chair | Pamela Scheffler, Faculty, Geography/Forest TEAM |
| APT Representative | Monica Burnett, Academic Support, I Ola Hāloa |
| Clerical Representative | Patricia Lewis (2010-11), Liberal Arts Division |
| ASUH–Student Gov. Rep. | Kanoe Case (2010-11) Cameron Bickett (Fall 2011) David Canning (2011-12) |
| Editors | Caroline Naguwa, Faculty, English Jeanne Ryan, Faculty, English |
| Institutional Analyst | Shawn Flood, Institutional Analyst |
| Archivist | Ellen Okuma, Academic and Administrative Support |
| IT Support | Daniel Fernandez, Web Developer |

Accreditation Standard Committee Members

During spring 2010, standard chairs formed committees with membership from faculty, staff, and students from across the College. Standard chairs were responsible for conducting meetings and working with their committee members to gather information and evidence to address their standards. A College intranet site was created to share information. The following is a list of the membership of the self evaluation standard committees:

Standard I

| Title | Name |
|-----------|--|
| Co-Chairs | Michael Saito, Faculty, Auto Body Repair and Painting Raynette Haleamau-Kam, Counselor, UHCWH |
| Members | James Lightner, Faculty, Hospitality Chair, UHCWH Lucy Jones, Faculty, Psychology/Human Services/Substance Abuse, UHCWH Pearla Haalilio, Student Services Specialist, UHCWH Robert Yamane, Faculty, Business Education and Technology Chair Robyn Gartner, Faculty, English Dorinna Manuel-Cortez, Admissions Specialist Kenoalani Dela Cruz, Counselor, Counseling and Support Services Chair |

Standard II

| Title | Name |
|-----------|---|
| Co-Chairs | Annette Maeda, Faculty, English Sherri Fujita, Coordinator, Intensive English Program |
| Members | Anne Chung, Faculty, Business Technology Christina Hoffman, Faculty, Biology, UHCWC Kekuhi Keali'ikanaka'oleohaililani, Program Coordinator, Title III, Hawai'i Life Styles Mitchell Soares, Faculty, Diesel Mechanics Willow Aureala, Counselor, UHCWH Christine Quintana, Counselor, Counseling and Support Services Hettie Scofield, Financial Aid Officer Roberta Sambueno, Office Assistant, Admissions and Registration Laurel Gregory, Librarian, Library and Learning Center, UHCWH Lari-Anne Au, Librarian, Mookini Library Kalyan Meola, Educational Specialist, The Learning Center Nancy Schein, Educational Specialist, Hale Kea Advancement and Testing Center |

Organization of the Self Evaluation Process

Standard III

| Title | Name |
|---------|--|
| Chair | Wilton Watanabe, Apprenticeship Coordinator |
| Members | Mari Chang, Personnel Officer, Human Resources Shana Kojiro, Personnel Officer, Human Resources William Affonso, Auxiliary and Facilities Services Officer, Planning, Operations and Maintenance Gayle Cho, Faculty, Architectural, Engineering, and CAD Technologies Rex Ribao, Faculty, Construction Academy Neal Uehara, Media Specialist, Academic Support Leanne Urasaki, Educational Specialist, Academic Support Jodi Mine, Budget Specialist, Administrative Affairs |

Standard IV

| Title | Name |
|---------|---|
| Chair | Pamela Scheffler, Faculty, Geography/Forest TEAM |
| Members | Ellen Okuma, Academic and Administrative Support Doris Chang, Private Secretary to the Chancellor Louis Zitnik, Faculty, English Chair Kanoë Case (2010-2011), Student Cameron Bickett (Fall 2011), Student David Canning (2012-2013), Student |

Accreditation Timeline

Starting in 2011, standard-committee members wrote a series of three drafts, which were posted on the College's website so that feedback could be gathered from the entire College. During fall 2011, the College held an extensive series of Wala'au (discussion) sessions. Members of the College community participated in a total of 13 sessions, providing input on issues and concerns, and contributing to documentation for the standards. Minutes from these forums were made available on the College's intranet site. During spring 2012, the co-editors edited the draft, which the College presented to the UH System.

The following is a timeline that highlights key events in the accreditation process:

2009

| | |
|------------|--|
| October 15 | Midterm Report is submitted to ACCJC. |
| December 7 | Steering Committee members are selected. |

2010

| | |
|--------------|--|
| January 2 | Accreditation Standard Committee is formed. |
| January 22 | Orientation is provided for the Steering Committee: how to use the "Guide To Evaluating Institutions." |
| February-May | Standard Chairs meet with their committee members. |
| September 24 | Steering Committee attends ACCJC/WASC Workshop on O'ahu: Dr. Susan Clifford and Mr. G. Jack Pond present. |
| October 29 | <i>Faculty, Staff, and Administrators Annual Survey</i> is sent to the entire campus. |
| November 19 | Survey results are posted on the College's intranet site. College's administrative team creates four goals for campus improvement. |

2011

| | |
|------------------------|--|
| January-April | Standard Committees begin drafts. |
| April 29 | Draft 1 is due. |
| May-August | ALO, accreditation co-chairs, and administrators review Draft 1. |
| September-November | Wala'au discussion sessions are held, 13 sessions in all. |
| September 7-October 7 | Draft 2 is available on the College's website. |
| October 10-18 | Second <i>Faculty, Staff, and Administrators Annual Survey</i> is sent to the entire campus. |
| October 27 | Survey results are posted on the College's intranet site. |
| November 7-December 15 | Draft 3 is available on the College's website. |

2012

| | |
|---------------|---|
| January 30 | Draft 4 is sent to co-editors. |
| June | Self evaluation report is sent to the Board of Regents. |
| October 16-18 | Accreditation Team visits. |

Organization of the Institution

Hawai'i Community College Administration

College Units

Academic Affairs

Student Affairs

Administrative Affairs

Office of Continuing Education and Training

UH Center, West Hawai'i

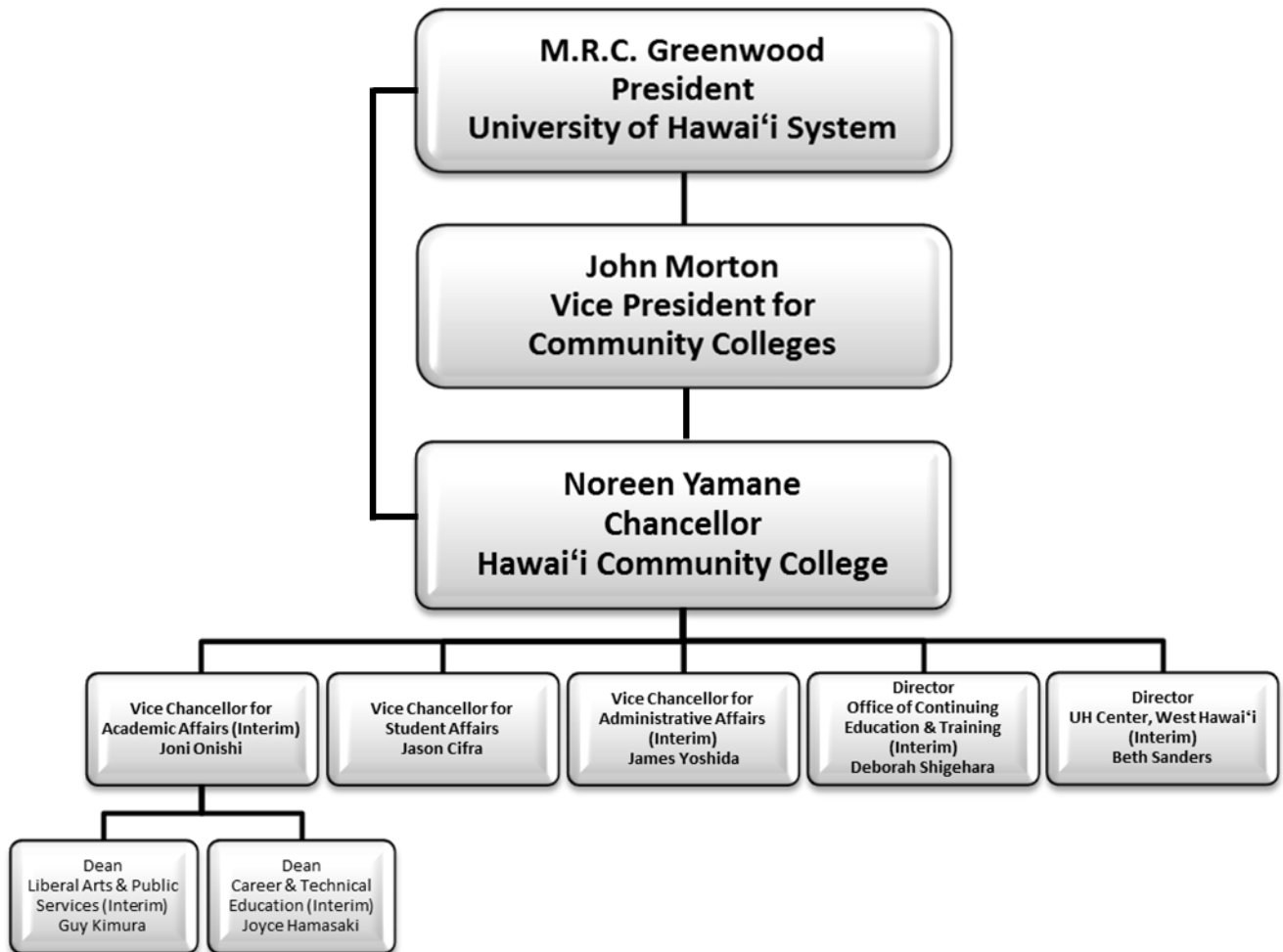
Administrative Support

Note: Organization charts are effective as of May 2012 and reflect only official budgeted positions.

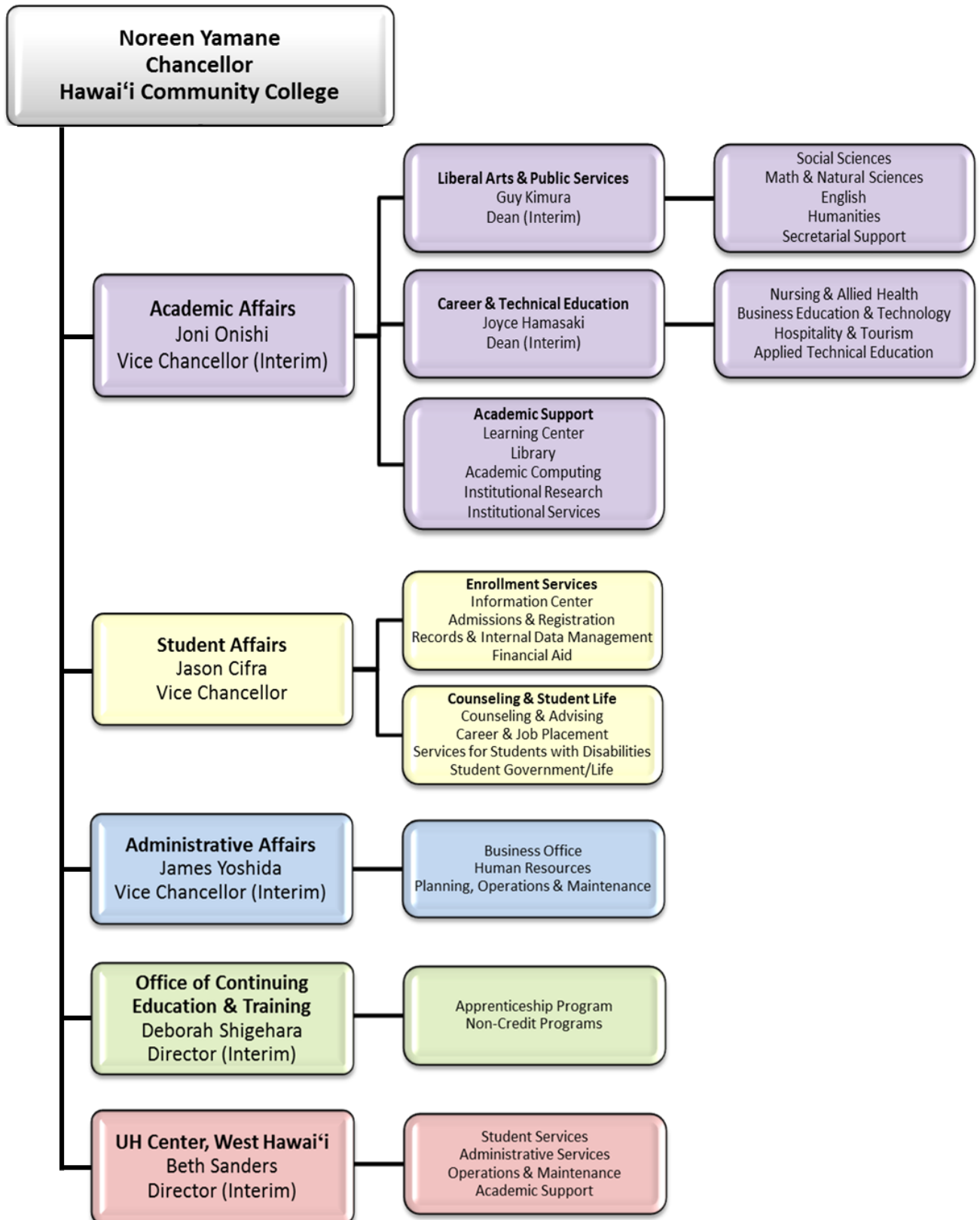


Hawai'iCC Faculty & Staff

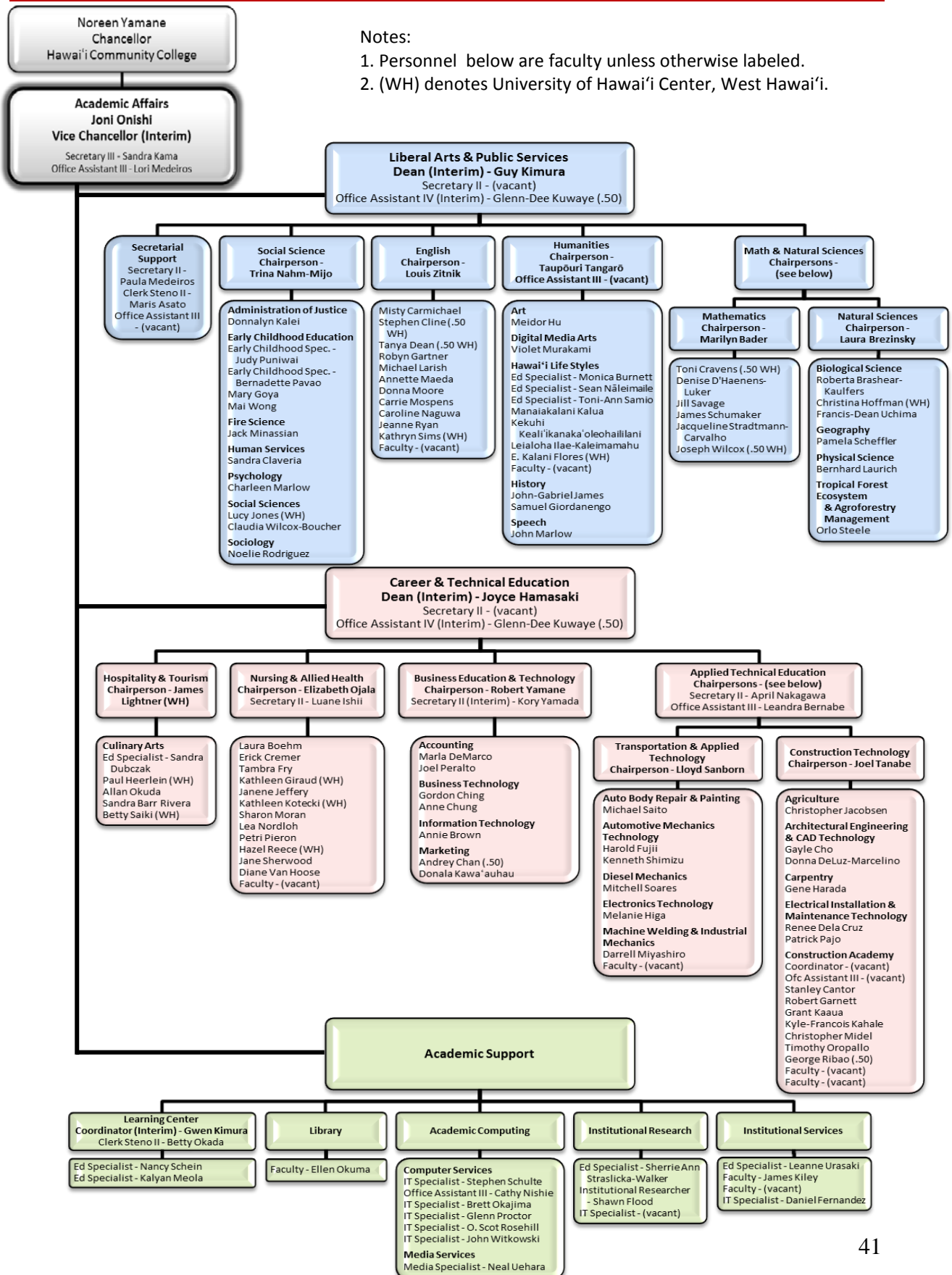
Hawai'i Community College Administration



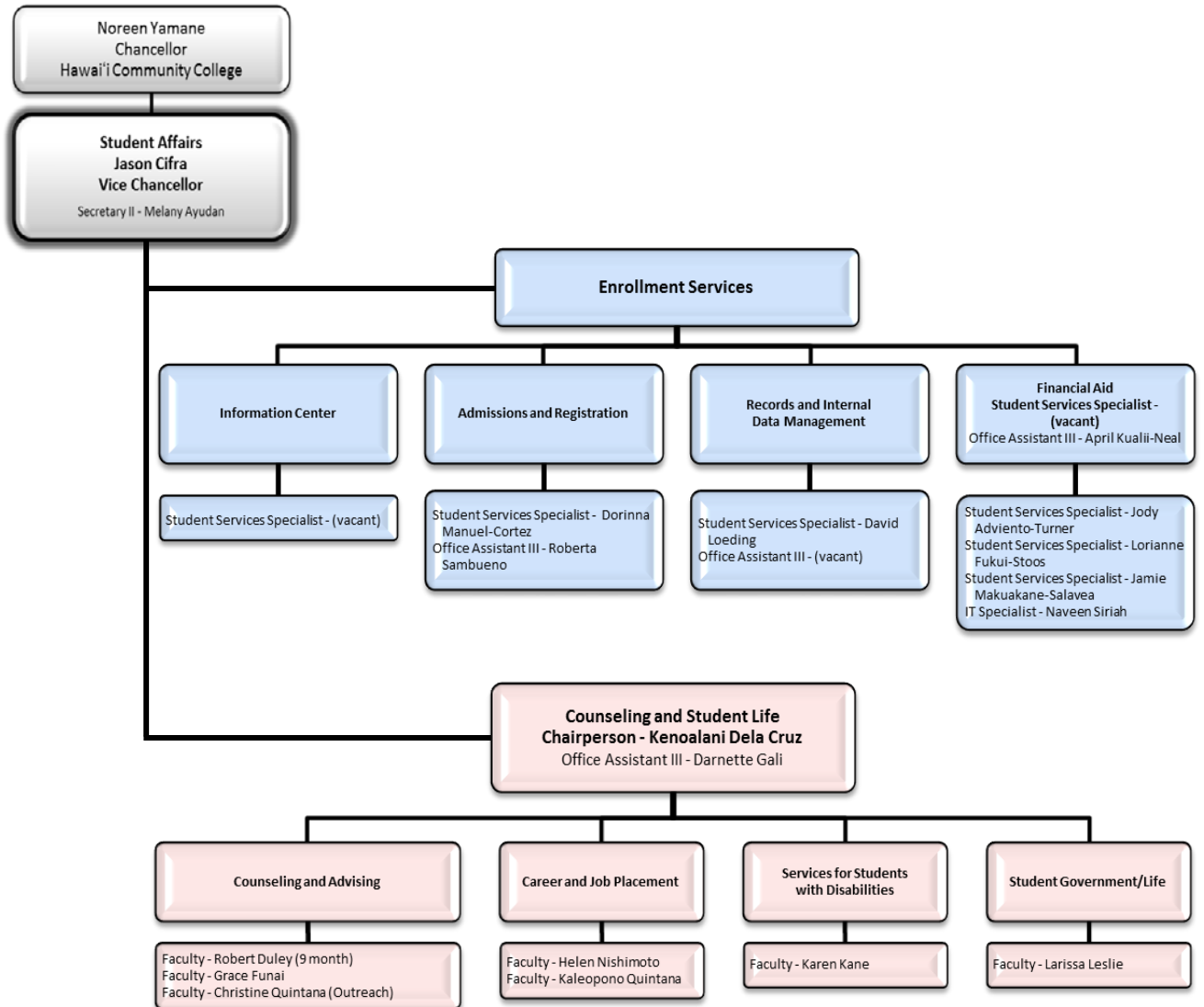
College Units



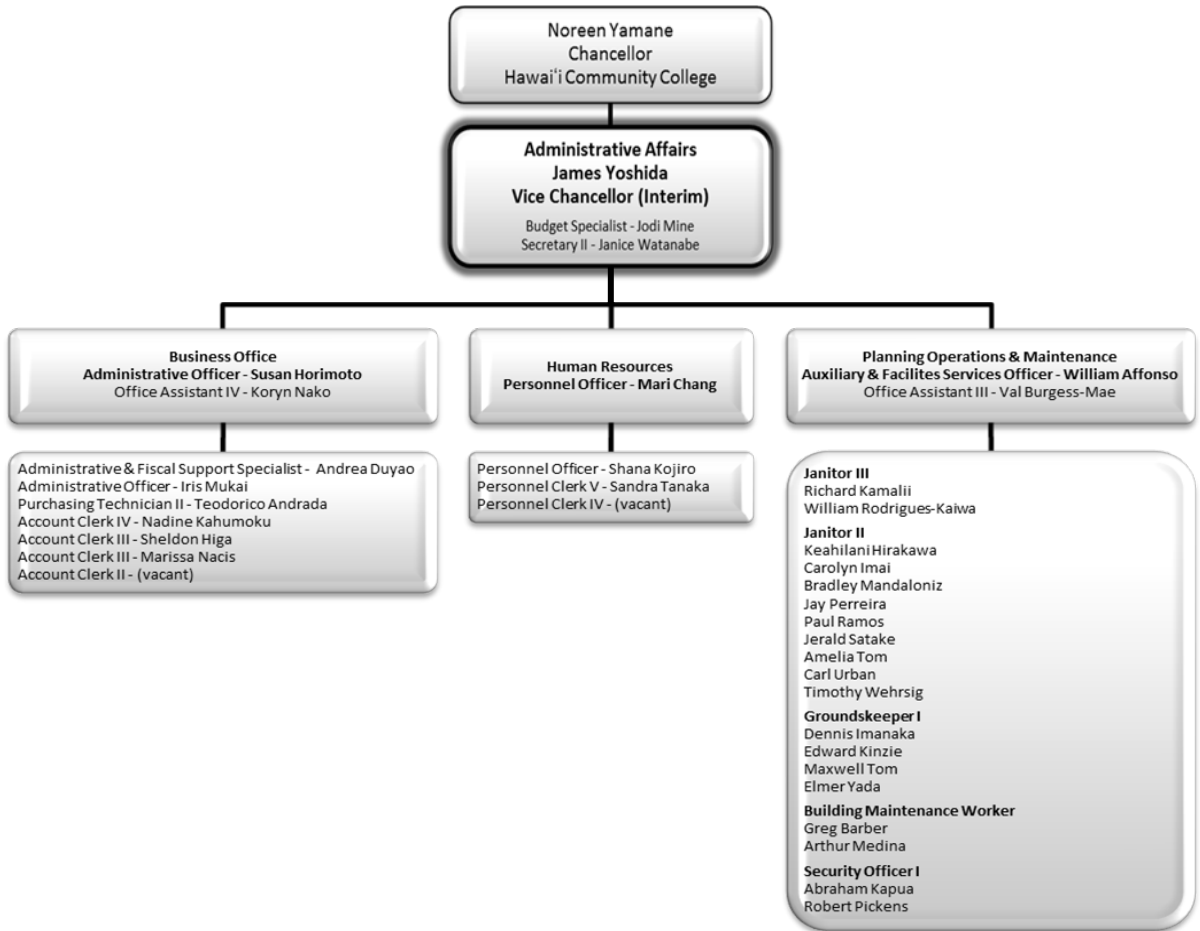
Academic Affairs



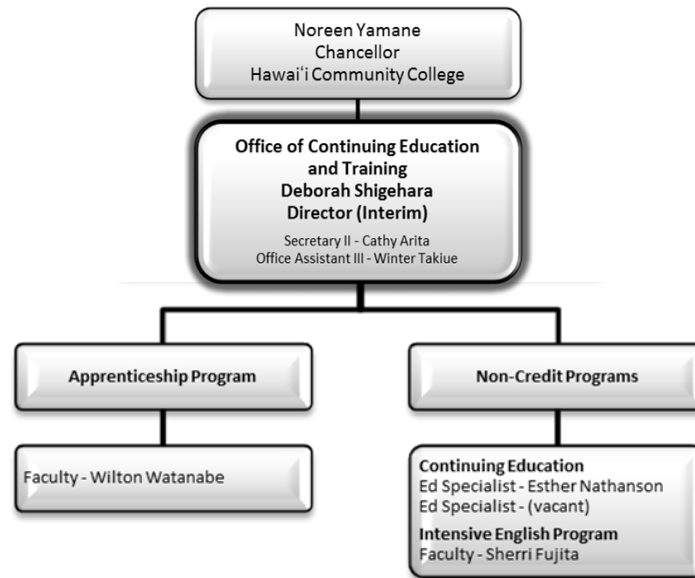
Student Affairs



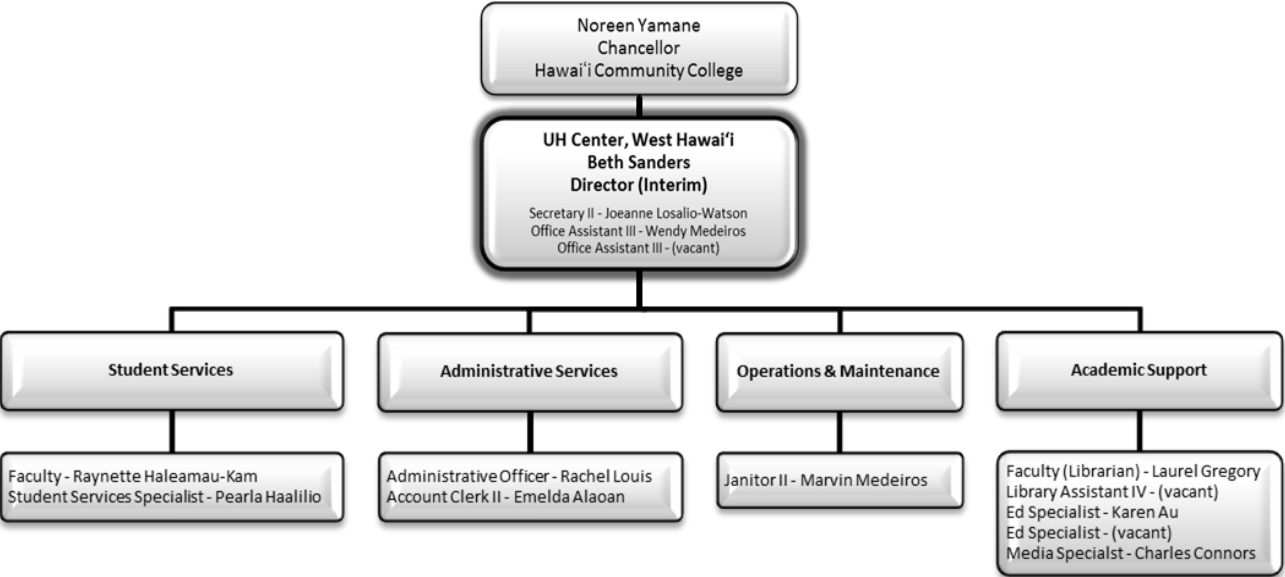
Administrative Affairs



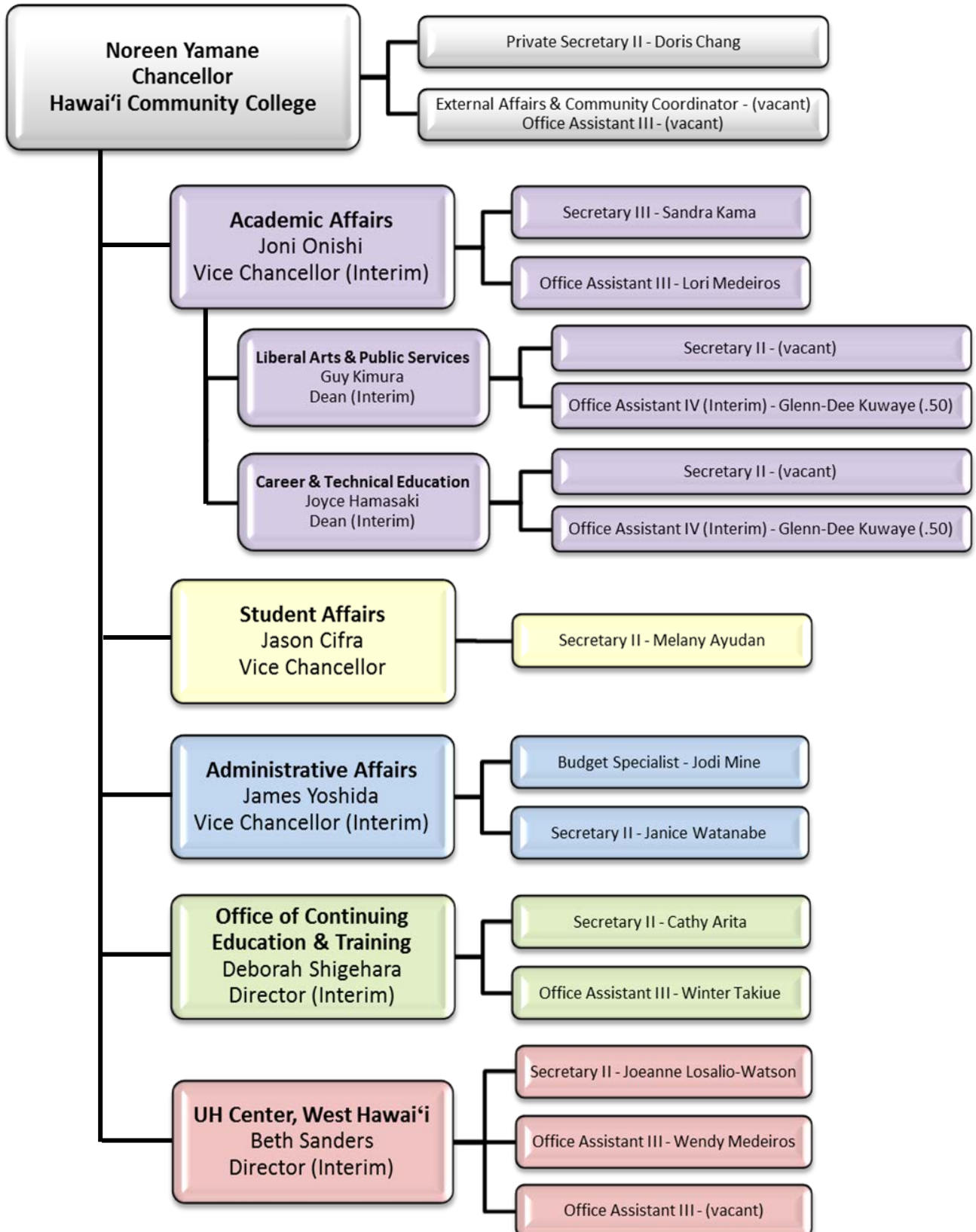
Office of Continuing Education and Training



UH Center, West Hawai'i



Administrative Support



Continued Compliance with Eligibility Requirements



*Kīpaepae Ho'okipa
(Traditional Welcoming Ceremony)*

Continued Compliance with Eligibility Requirements

Hawai‘i Community College is in compliance with the 21 eligibility requirements for accreditation.

1. Authority

Hawai‘i Community College is part of the University of Hawai‘i (UH) System, a public corporation under the direction of the UH Board of Regents (BOR) (13). The BOR manages and controls the affairs of the University System and is responsible for the successful operation and achievement of its purposes (14). All instructional programs, faculty appointments, and changes in institutional mission must be approved by the BOR.

2. Mission

The College’s Mission Statement (15) was revised in spring 2006, a process which included input provided during a campus-wide Learning Day. The UH BOR unanimously approved the College Mission Statement at its meeting on July 20 to 21, 2006 (16).

The College’s Mission Statement is comprehensive and appropriate for a degree-granting institution of higher education. The Mission Statement is consistent with the purposes set forth in state law for the University of Hawai‘i Community College (UHCC) System and is aligned with the UHCC Mission Statement (17). The Hawai‘iCC Mission Statement is published through the College’s website and catalog (1) (15). The statement explicitly demonstrates that the College aims to meet the needs of the Hawai‘i Island community. Facilitating student learning and growth are integral to the College’s mission.

3. Governing Board

The independent University of Hawai‘i Board of Regents (18) is a 15-member governing body nominated by the Regents Candidate Advisory Council (19), appointed by the governor, and confirmed by the Hawai‘i State Legislature. The Regents Candidate Advisory Council was created in 2007 by the Legislature, which established procedures and rules (20).

The primary duty of the Board of Regents is to serve the public interest and UH constituent needs, and this purpose directs its activities and decisions. The BOR members are responsible for the quality, integrity, and financial stability of all UH campuses as managed through the University president, the executive officer of the University of Hawai‘i System. By law, the BOR has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs. The BOR has the responsibility and needed authority to ensure that the mission of each institution is being met. The number of members and composition of the Board of Regents is sufficient for it to fulfill its responsibilities (21).

An overview of the background and professional affiliations of the BOR members verifies that the members do not have employment, family, ownership, or personal financial interest in the institution. Article X of the BOR’s bylaws articulates a clear conflict of interest policy, including disclosure requirements. The BOR members adhere to this policy; member

interests do not interfere with the impartiality of governing body members and do not outweigh their primary duty to ensure the academic and fiscal integrity of the institution (22).

4. Chief Executive Officer

The University of Hawai‘i Board of Regents appoints the chancellor, who is the chief executive officer of the College. When Chancellor Rockne Freitas left the College in July 2010, Noreen Yamane, then the interim vice chancellor for academic affairs, became the interim chancellor. In June 2011, Noreen Yamane was selected as the chancellor of Hawai‘i Community College after a year-long national search process conducted by a large committee with representation from every part of the College and led by the UHCC System office. She was installed on July 1, 2011.

The chancellor’s full-time responsibility is to the College; she has the authority to administer BOR policies. The chancellor has the necessary authority to provide leadership to the College in areas of planning, managing resources, and ensuring the institution’s implementation of statutes, regulations, and policies. Furthermore, she is responsible for the overall administration and management of the College, including programs related to instruction, continuing education and training, and career and technical training; student services; and institutional support.

5. Administrative Capacity

The administrative team of Hawai‘i Community College includes the following members:

- Chancellor
- Vice Chancellor for Administrative Affairs
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Dean of Career and Technical Education
- Dean of Liberal Arts and Public Services
- Director of the Office of Continuing Education and Training
- Director of University of Hawai‘i Center, West Hawai‘i

These officers and their staff provide sufficient support for the College to fulfill its mission and purpose. State- and BOR-mandated personnel processes ensure that administrative officers are qualified by education, training, and experience to perform administrative responsibilities.

At the time of this report, many positions have interim administrators. Each of these administrators has had a long history at the College and understands its processes and the needs of the community. With the chancellor now in place, screening committees are filling these positions with permanent officers.

6. Operational Status

The numbers of students enrolled and degrees awarded demonstrate that students are actively pursuing Hawai‘iCC degrees and certificates. By fall 2010, enrollment reached over 3,800

students, a rise of 61.8 percent since 2006, and 405 degrees and certificates were awarded in 2011, up from 339 in 2006.

The College is fully operational, offering fall, spring, and summer-session classes designed to meet the varied educational needs of degree-seeking students. The College offers classes at several sites and through alternative scheduling options, and it supports a growing distance-education program. A current schedule of classes ([23](#)) and programs ([24](#)) can be found on the College website.

7. Degrees

The majority of courses that students take at the College contribute to degree programs. Students may select from 25 different associate degrees and from more than 36 certificates. certificate and degree outcomes include certificates of completion, certificates of achievement, associate of applied science degrees, associate of science degrees, and an associate of arts degree, which may include an academic subject certificate.

Requirements for each certificate and degree are provided in the catalog ([1](#)) and on the website ([24](#)).

8. Educational Programs

Hawai'iCC's degree programs are congruent with its mission. The wide range of available programs aims to provide the Hawai'i Island community with transfer education and vocational skills so students can become productive, employable, and engaged citizens.

The College seeks to conduct all courses with appropriate tertiary-level rigor and quality. Many programs are articulated throughout the UHCC System or with four-year universities. Some have national accreditation from professional organizations. Program requirements align with generally accepted academic standards or are defined in consultation with advisory committees, as in the case of Career and Technical Education programs. Program reviews and the assessment of learning outcomes at the program and course levels help faculty to evaluate students and contribute to the College's function in awarding credit, degrees, and certificates.

By policy, all AAS, AS, and AA degrees require at least 60 semester credits to complete, which typically translates to enrollment for at least two years. For the AA degree, credits earned must be at the 100 and 200 baccalaureate level.

9. Academic Credit

The College awards academic credit based on the UH System policy for credit hour, which specifies the following formula for one semester unit of credit, for a 15-week semester: (1) one hour of lecture per week, (2) two hours of lecture/lab per week, or (3) three hours of lab per week. Vocational education classes require one hour per week lecture plus three hours per week work experience. College policy regarding academic credit is discussed further in the section "Policy on Institutional Degrees and Credits."

10. Student Learning Achievement

The College has identified learning outcomes for all programs and has published these through its catalog and website. Assessment of outcomes is systematic and ongoing. Programs demonstrate student achievement of outcomes through the College's annual and comprehensive program reviews and assessment processes.

11. General Education

All academic and vocational degree programs at Hawai'i Community College require students to meet general education requirements. From 2010 to 2011, the definition of general education was reviewed and revised, and general education learning outcomes were identified and expanded. General education at Hawai'iCC aims to "foster self-awareness; broaden the understanding of an individual's roles within communities and environments; support cultural understanding; emphasize the breadth and interconnectedness of knowledge; and create a foundation for continued personal, intellectual, and professional development" (25).

To support this aim, all degree or certificate programs require students to earn credit in general education courses, as indicated in the College's catalog and on its website.

12. Academic Freedom

Hawai'iCC embraces academic freedom. Faculty and students are encouraged to seek truth through free and open inquiry, and are guaranteed their right to do so, as stated in a variety of policies and publications, including the College's catalog (1); BOR Policy, Section 9-13(b) (26); and Article IX of the *2009–2015 University of Hawai'i Professional Assembly Faculty Contract* (27).

13. Faculty

The College has an extensive core of qualified full-time faculty which, supplemented by qualified adjunct faculty, is sufficient to cover the educational needs of the institution. Full-time faculty qualifications are published in each year's College catalog. When positions are advertised, responsibilities are consistent with BOR policy.

A statement of faculty responsibilities is found in Article IV.B. of the *2009–2015 University of Hawai'i Professional Assembly Faculty Contract* (27), which includes the following statement related to assessment: "Also included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies and student evaluation and assessment."

14. Student Services

Hawai'i Community College has an extensive student services unit that supports students throughout their college experience. This support often begins before a student starts college and continues years after the student has graduated. Admissions and registration officers help students through the application process. Counselors and advisors offer a wide range of services, from goal-setting and study-skills workshops to disabilities support. The counseling and advising staff guides students in enrolling in classes and in making choices about their

academic plans. The Financial Aid Office supports students through the process of identifying need and applying for financial support. The Career and Job Placement Center assists graduating students and alumni through the process of entering into the workplace. Each branch of the student services unit conducts assessment and participates in the annual and comprehensive program review processes.

15. Admissions

The College has an open-door admissions policy (28) that is appropriate to its mission and aligns with the goals of the UHCC System. Any high school graduate or person 18 years of age or older who can benefit from the instruction offered (to the extent allowable by state and federal regulations) is admitted to the College. Motivated and academically and/or vocationally talented high school juniors and seniors may apply through the Early Admissions/Running Start Programs. Admissions policies are published in the College's catalog and on its website (29).

16. Information and Learning Resources

Information resources at the College are extensive and sufficient to support its mission and instructional programs. The College shares a library with the University of Hawai'i at Hilo, which has substantial holdings. In addition, the library functions as a part of the UH Library System, and students at Hawai'iCC can acquire materials from any college or university library located throughout the state. These resources are permanently available and can be accessed at multiple sites, as well as online (30).

Learning resources, including tutoring, are also available at both east- and west-campus locations, including at the Learning Center (31) and the Hale Kea Advancement and Testing Center (32) on the east side, and at the Learning Center at the University of Hawai'i Center, West Hawai'i (33).

Distance-education academic support is also provided through Smarthinking, an online tutorial service to which the College subscribes (34).

17. Financial Resources

Hawai'i Community College has the necessary financial resources to support its academic programs, student services, and facilities on an ongoing basis. This funding comes from the State of Hawai'i on a two-year budget cycle, as well as from tuition, fees, and grants. Long-term obligations, such as employee-related health benefits and repairs and maintenance of buildings, are the responsibility of the State of Hawai'i.

The community college system has established a reserve policy stating that campuses will "maintain adequate financial resources to ensure financial stability" (35). The UH System is a state agency and is covered by provisions of the State of Hawai'i's self-insurance program.

18. Financial Accountability

Financial statements are prepared annually by an external agency, in accordance with principles set by the Government Standards Board. Audits are reviewed by the Board of Regents. Required federal audits, according to Circular A-133 (36), are conducted and are

Compliance with Eligibility Requirements

available online at the UH Vice President for Budget and Finance Chief Financial Officer website (37). Periodic audits and reviews are done by the UH Internal Auditors Office, internal System-wide office staff, and/or by an external contractor. Financial documents, available through the Office of the Vice Chancellor for Administrative Affairs and the Business Office, report on the College's operating budgets and allocations, as well as on biennium and supplemental requests and appropriations.

19. Institutional Planning and Evaluation

The College has developed a systematic way to evaluate its processes. Ongoing evaluation and improvement activities focus on meeting the College's mission, vision, and Institutional Learning Outcomes. College bodies, including the College Council and the College Effectiveness Review Committee, monitor the implementation of the Strategic Plan, Long Range Development Plans, and the development of the Academic, Technology, and Resources Master Plans.

The integrated planning processes of the College and the role of governing bodies are described in HAW 4.201 (38) and made public through the College's website.

20. Public Information

Hawai'i Community College annually publishes its catalog in paper form and online. The catalog provides current information, such as the College's official name; contact addresses; mission; course, program, and degree offerings; and academic calendar. The catalog presents all major policies affecting students, as well as a statement regarding academic freedom. It includes requirements for admissions and fees, and the process for obtaining financial aid. In addition to being accessible online, the catalog is available throughout College locations, including at the College bookstore, the library, and the information desk.

21. Relations with the Accrediting Commission

The College adheres to the eligibility requirements, accreditation standards, and policies of ACCJC. Hawai'i Community College presents to the Commission an accurate representation of its functions and communicates changes in a timely manner.

Continued Compliance with Commission Policies



Culinary Arts Student

Policy on Distance and Correspondence Education

A. Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

All courses offered through online education at Hawai'i Community College have been taught first as face-to-face offerings, and have been submitted for review and approval by discipline faculty, the Curriculum Review Committee, the dean, and the vice chancellor for academic affairs to assure that they align with the institution's mission and goals. Like face-to-face offerings, all distance education (DE) courses are evaluated in a variety of ways, including peer and student evaluation, regular five-year course review, and student-learning-outcomes assessment.

As DE classes give students throughout the Hawai'i Island community access to Hawai'iCC's educational opportunities, they provide an essential way for the College to meet its mission.

B. Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

Courses that are taught for Hawai'i Community College via distance education are developed, implemented, and evaluated by program faculty. Due to the increasing number of online course offerings at Hawai'iCC, the College created the Instructional Technology Support Office (ITSO) to (1) offer orientations to students who take online classes, (2) support faculty in developing online courses that follow best practices, and (3) help faculty to evaluate online courses for effectiveness of delivery. ITSO works together with faculty on the transferring of course materials from traditional to online delivery. In this way, the College takes steps to ensure that online learning is on a par with learning in face-to-face classes.

C. Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

All DE classes have the same student learning outcomes as those in corresponding face-to-face classes. Course assessment activities have included analyzing artifacts that are drawn from both DE and face-to-face classes to measure and compare student learning across different types of delivery.

D. Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

The College is committed to providing appropriate DE learning and has allocated resources for both online faculty and students.

To support faculty in creating effective, engaging online classes, ITSO provides monthly training and development workshops, covering topics such as UH course-delivery tools and best practices for developing online classes. In addition, ITSO works individually with faculty on online class design, use of Laulima (the College's online platform), evaluation of online courses, and assessment. To further add structure and standards to online classes, in 2011, the Academic Senate's ad hoc Distance Education Committee created an online-course evaluation based on best practices. This tool has been piloted in online classes and been revised during fall 2011 and spring 2012.

The College has implemented a number of measures to ensure that distance-education students have equal access to College services such as tutoring, library resources, and advising. The College provides students with online tutoring through Smarthinking, an online tutoring service. Library resources and tutorials are also available online. The Office of Student Services offers email and phone advising.

E. Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.

The College has given notice of developments in DE instruction to ACCJC through the Substantive Change process.

F. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50 percent or more of the courses are via distance education or correspondence education, through the Substantive Change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.

When the College has reached the point at which a degree, certificate, or program has offered 50 percent of its course offerings through DE, a Substantive Change Proposal has been submitted to and accepted by ACCJC. This has been true for the Substance Abuse Certificate of Completion available through DE (Substantive Change Proposal and acceptance in spring 2008) and the Liberal Arts AA Degree through DE (Substantive Change Proposal and acceptance in spring 2009).

G. Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies, and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity [34 CFR§602.17g].

Compliance with Commission Policies

For the past ten years, the College has ensured student authentication through the use of a secure log-in and password, based on a student's Hawai'i Community College registration identification. Some faculty members have also required proctored exams, for which students must show picture identification. Proctored tests or activities are now recommended for all online classes. Starting spring 2012, most online classes have included this requirement, which is listed in syllabi. Students incur no charges for proctored activities offered through UHCC System testing centers.

Policy on Institutional Compliance with Title IV

Default Rates

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

Compliance with Title IV

During the course of the Eligibility Review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Since 2009, the College's Financial Aid Office has made significant improvements in default prevention and debt management. As of fall 2009, the College's student-loan default rate exceeded 20 percent, which triggered a federal program review. The College's Financial Aid Office implemented creative default-management initiatives and added grant-funded debt-management staff. The office developed a Default Prevention Guide (39) and instituted a number of efforts aimed at loan literacy. As a result, the official cohort default rate dropped to 14.5 percent in fall 2010 and further decreased to 13.5 percent in fall 2011. In recognition of these achievements, the office received a nomination for the U.S.A. Funds Excellence in Debt Management Award for 2011. The Financial Aid Office is currently working with U.S.A. Funds (40) to utilize Borrower Connect, a new program to help colleges lower default rates. The Financial Aid Office will revise the Default Prevention Guide and develop a student default profile to support earlier intervention strategies.

It is notable that the College's gains in financial aid measures have accompanied its ability to manage a significant increase in the number of financial-aid recipients.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

A. Advertising, Publications, Promotional Literature

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including those presented in electronic formats. All statements and representations shall be clear, factually accurate, and current. Supporting information should be kept on file and readily available for review.

Catalogs and other official publications shall be readily available and accurately depict: official name, address(es), telephone number(s), and website address of the institution; institutional mission statement, purposes, and objectives; entrance requirements and procedures; basic information on programs and courses with required sequences and frequency of course offerings explicitly stated; degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate; faculty (full and part-time listed separately) with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for conduct; the college's academic freedom statement; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment (See Policy Guidelines for Refund of Student Charges); policies related to the transfer of credits from other institutions; statements of nondiscrimination; location or publications where other institutional policies may be found; members of the Governing Board; and the accredited status of the institution.

In college catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered; and any unique requirements for career path or for employment and advancement opportunities in the profession or occupation described.

The College continuously represents itself in a realistic, truthful manner, whether in its catalogs, publications, websites, or advertising. The annually published Hawai'i Community College catalog, readily available at campus locations and online, clearly provides all required policy information.

The College's Web Page Guidelines policy (41) governs all information published on its website.

The use of internet sites for academic purposes is broadly guided at the System level by BOR policy Chapter 11-8, Information and Communication Technologies (42). At the UH Executive level, academic internet site use is guided by the following policies: E2.210, Use and Management of Information Technology Resources (43); E2.213, System and Campus-Wide Electronic Channels for Communicating with Students (44); and UHCC policy 2.211,

Social Media Site and/or Account Use and Management (45). A draft policy for the College, HAW 2.211, is also being developed with the same title as UHCC policy 2.211.

- Student publications and organizations are governed by several policies. At the UH System level, BOR policy Chapter 7-2, Chartered Student Organizations, covers student publications. BOR policy Chapter 7-3, Registered Independent Organization, governs student clubs (46).

B. Student Recruitment for Admissions

Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified. Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers.

The following practices in student recruitment shall be scrupulously avoided: assuring employment unless employment arrangements have been made and can be verified; misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program; offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.

Student recruitment efforts are conducted through the Office of Student Services and performed by faculty and staff members who have academic credentials, on-the-job training, and experience. During recruitment visits, prospective students are provided with factual information regarding admissions, placement testing, financial aid, advising, registration, tuition and fees, and program requirements. Faculty members often join recruitment visits to share information about their respective programs. All electronic and hard-copy materials that are available to prospective students contain factual information regarding admissions, placement testing, financial aid, advising, registration, tuition and fees, and program requirements.

Regarding agreements with recruiters for international students, the College adheres to a rigorous screening process established by the UHCC System office. International-student recruiters must submit an application, provide three references, and agree to the National Association of Foreign Student Advisors' Code of Ethics (47). Once the application has been reviewed and the references have been contacted, the College may enter into a contract with the recruiter. Enrolled students who have been referred by a recruiter are interviewed to verify that recruiters have provided accurate information. Should the College determine that a recruiter has violated the contract, the College may terminate or choose not to renew the contract.

C. Representation of ACCJC Accredited Status

The term “accreditation” is to be used only when accredited status is conferred by ACCJC. Specialized and program accreditation granted by other accreditors should be clearly specified as to the source of the accreditation.

No statement shall be made about possible future accreditation status or qualification not yet conferred by ACCJC. Statements like the following are not permissible; “(Name of Institution) has applied for candidacy with the ACCJC”; “The _____ program is being evaluated by ACCJC, and it is anticipated that accreditation will be granted in the near future.” The phrase “fully accredited” shall be avoided, since no partial accreditation is possible from ACCJC.

When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.

The accredited status of a program shall not be misrepresented. The accreditation granted by the ACCJC has reference to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like “this program is accredited” or “this degree is accredited,” are incorrect and misleading.

In compliance with this policy, the statement made on the Hawai‘i Community College website regarding its accreditation status is the following: “Hawai‘i Community College is accredited by ACCJC, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. In 2006, the Commission reaffirmed Hawai‘i Community College’s accreditation until 2012.”

Accreditation for the following specific programs is listed in the catalog:

- Culinary Arts: American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
- Early Childhood Education/Children’s Center: National Association for the Education of Young Children (NAEYC)
- Intensive English Program: Commission on English Language Program Accreditation (CEA)
- AS in Nursing: National League for Nursing Accrediting Commission, Inc. (NLNAC)

Hawai‘i Community College does not make claims that completion of courses will ensure licensure.

Policy on Institutional Degrees and Credits

All College programs and degrees have been approved by the UH Board of Regents and are comparable to those across the UHCC System.

Regarding credit policy, the UH System approved the executive Credit Hour policy, E 5.228, in August 2011 ([48](#)). Based on this policy and federal requirements, the UHCC System and the College are developing associated policies that also incorporate federal definitions related to college-level credit hour.

Aligned with the requirements in the UH System Credit Hour policy, Hawai'iCC awards academic credit based on the following formula for one semester unit of credit, for a 15-week semester: (1) one hour of lecture per week, (2) two hours of lecture/lab per week, or (3) three hours of lab per week. Vocational education classes require one hour per week lecture plus three hours per week work experience. In the College's catalog, the number of credits required for each degree and certificate is specified.

Standard II.A. of this report presents additional information regarding sufficient course content, breadth, length, and appropriate levels of rigor for programs and/or degrees, as well as descriptions of assessment processes to assure that students are achieving key program and Institutional Learning Outcomes.

Policy on Integrity and Ethics

1. An accredited institution will uphold and protect the integrity of its practices.

Hawai'i Community College has a long history of working to uphold and protect its principles and practices. Clear violations of the integrity of the institution are treated seriously by the administration and UHCC System.

2. An institution applying for eligibility, candidacy or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution's integrity.

The College presents itself completely and honestly to the Commission throughout the accreditation process, as well as in preparing reports for other communication. The College aims to be transparent with data, which it works to make available online, unless of a confidential nature.

3. The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accreditation status.

As noted in the response to the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, the College continuously represents itself in a realistic, truthful manner, whether in its catalogs, publications, websites, or advertising. All electronic and hard-copy materials that are available contain factual information regarding mission; educational programs; admissions; student services; tuition and fees; financial aid; policies related to transcripts, credit transfer, and refund of tuition and fees; and accreditation status.

4. The institution has policies to ensure academic honesty, policies to assure integrity in the hiring processes, and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and the public. The institution is able to provide evidence that it upholds its policies.

For students, the new UH Executive policy on student conduct, E7.208, University of Hawai'i Systemwide Student Conduct Code, was issued in July 2009 (49). It outlines the obligation of all UH students at all campuses to abide by a prescribed code of conduct. Hawai'iCC's Student Conduct Code, contained in HAW 7.101 (50), gives specific examples of academic dishonesty and other infractions, lists the investigation procedures for alleged violations, and describes the role of the Student Conduct Committee, which is convened to

investigate allegations and to recommend any disciplinary action. HAW 7.102 also includes guidelines for handling a disruptive student (51).

For the hiring of employees, HAW 9.900 outlines the EEO/AA policy for Hawai'iCC (52). The chancellor issues a notice to all employees at the beginning of each academic year regarding the Statement on Professional Ethics, contained in UHCC policy 5.211 (53). In addition, in accordance with State Ethics Code Chapter 84 of the Hawai'i Revised Statutes, the UH System distributes to all employees via email the *Hawai'i State Ethics Commission Ethics Guide for State Elected Officials, State Employees, State Board and Commission Members*, last revised in January 2009 (54).

UH policy E 5.214, Conflicts of Interest, requires all employees to file an annual disclosure form with the appropriate campus administrator (55).

For faculty, the *2009-2015 Agreement Between the University of Hawai'i Professional Assembly and the University of Hawai'i Board of Regents* has several sections that provide procedures and policy regarding responsibilities, unpermitted behavior, appeals processes, and due process: Article III: B. Outside Employment and E. Right to Legal Representation; Article IV: Faculty Professional Responsibilities and Workload; Article IX: Academic Freedom, B. Procedure for Dealing with Alleged Infringements, and D. Procedure for Dealing with Alleged Breach of Professional Ethics and/or Conflicts of Interest in Research or Scholarship; Article XII: Tenure and Service, H. Negative Tenure Actions; Article XIV: Promotion, D. Negative Recommendation, E.-H. Promotion Review Panel, I. Panel of Referees, and J. Referee Review of Procedural Matters; Article XV: Faculty Personnel Panel; Article XVI: Retrenchment; Article XVII, Representation Rights; Article XVIII: Disciplinary Actions; and Article XXIV: Grievance Procedure (27).

5. The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services as well as statements and other information provided about its accredited status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or nongovernmental certification.

Regarding interactions with students and prospective students, as noted in section 3. of this policy, as well as in the response to the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, the College continuously represents itself in a truthful manner: Factual information is presented about academic, student-support, and administrative functions and services; accredited status; credit-transfer policies; and about whether course completion qualifies students to receive, apply for, and/or take licensure examinations or nongovernmental certification.

6. The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

As detailed under 4. and 5. of this section, the College has established policies ensuring institutional integrity that include statements of responsibility and processes for resolving violations. Such policies are widely publicized through the College's website and catalog.

7. The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties.

As its almost 20-year history shows, Hawai'iCC participates fully in the accreditation process and all it entails, including preparing for visits, writing reports, and complying with ACCJC standards. The College is open to examination and recommendation, and entirely cooperates with the Commission with the aim to provide the best service possible to our community. All administration, faculty, and staff of the College act in the spirit of collegiality, which is a fundamental value of the College. Recognizing that all healthy institutions must be in a constant state of self evaluation and renewal, the College welcomes the support, response, and suggestions of the Commission.

8. The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

The Campus Governance policy, HAW 3.303 (56), was issued April 2, 2009, to identify the three College bodies that contribute to governance: the College Council, the Academic Senate, and the Associated Students of Hawai'i Community College. The policy states, "In order to ensure the integrity and effectiveness of the College's governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, will be regularly evaluated and results communicated with College constituent groups." The College Council (57) and Academic Senate (58) conducted evaluations in 2009 and 2012.

BOR policy Chapter 8, Business and Finance (59), and UH Executive policies, under E.8000, Business and Finance (60), provide guidelines for accountability and responsibility of fiscal officers.

Hawai'i Community College's Progress on 2006 Recommendations



*Welina
(Traditional Matriculation Ceremony)*

Hawai'i Community College's Progress on 2006 Recommendations

In fall 2006, the College was granted a continuation of its accredited status. The Commission-team report stipulated the need for a Follow-up Report and a Midterm Report, both of which were submitted and approved by ACCJC.

This section summarizes the actions taken over the past six years in response to the six recommendations resulting from the 2006 self-study process.

Recommendation 1

(Part A) The college needs to renew its attention to institutional long-term planning, and the Academic Development Plan, including revising, as appropriate, and systematically implementing its goals, and evaluating progress toward implementation of the goals. Such a plan should be comprehensive and include integrated plans and a vision for educational programs, facilities, staffing, technology, support and infrastructure for technology and student services. (I.A, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.1.a.)

(Part B) The college should also identify measures of institutional effectiveness, integrated with institutional-level plans, communicate those measures, and evaluate progress on a regular basis. (I.B.1, I.B.2, I.B.3, I.B.4)

The College has met this recommendation through the following actions:

To increase focus on institutional long-term planning and effectiveness, the College has implemented an updated Strategic Plan; made organizational changes to broaden governance, improve evaluation, and increase reporting; created policy that integrates planning; and undertaken the creation of master plans that guide institutional development.

Hawai'i Community College participated in the update of the UH System's Strategic Plan by identifying College-specific action strategies aligned with System outcomes and by including measurable outcomes for assessing performance through 2015. The chancellor, College Council chair, and Academic Senate chair participated in writing the System's Strategic Plan update. Additionally, this group and the College's administrative team created a College-level edition of the updated Strategic Plan. The campus community provided input during spring 2008 and a financing plan was developed for proposed activities. The College Council and Academic Senate approved the College's Strategic Plan at the beginning of fall 2009. Subsequently, the College Council has monitored implementation of the Strategic Plan.

To further ensure ongoing assessment of institutional effectiveness, concurrent with the Strategic Plan update, the College revamped the structure of the College Effectiveness Review Committee (CERC) to make this body representative of the whole College. A significant change in the function of the CERC was the enlargement of its role: Originally, the CERC's function had been to confirm that there were data to justify program and College budget requests. This was increased to include in-depth evaluation of program and unit reviews. The CERC now recommends campus-planning and budget priorities to the chancellor and reports back to programs to close the loop. The CERC makes program review activities and procedures public. By making these changes, the College has increased the role

of shared governance and integrated the Strategic Plan, including the focus on baseline data and target measures.

In 2010, Hawai'iCC created and began to operate under the Integrated Planning for Institutional Effectiveness policy, which outlines (1) the various planning features of the College, (2) the College sector responsible for implementing each part of the planning, and (3) how these parts work together. This policy identifies “the various components that Hawai'iCC uses to plan for, implement support for, evaluate, and improve student success. Each planning component provides evidence for Hawai'iCC to continuously modify and sustain improvement, which ensures institutional effectiveness. The integration of the planning components also provides a means for Hawai'iCC to determine the effectiveness of meeting its mission and providing higher education opportunities in response to community needs” (38).

In addition to ensuring that planning aligns with the College's mission, the College's integrated planning calls for three other important planning documents (Figure 42). These are the Academic Master Plan, the Technology Master Plan, and the Resources Master Plan. The Academic Master Plan will present the College's vision for its academic programs. Recommendations in this plan will evolve from the CERC responses, program faculty, enrollment analysis, and external trends and factors such as workforce needs and UH System actions.

The Technology and Resources Master Plans, which are currently being written, will work in concert with the Academic Master Plan to provide comprehensive plans for campus facilities, personnel, and technology.

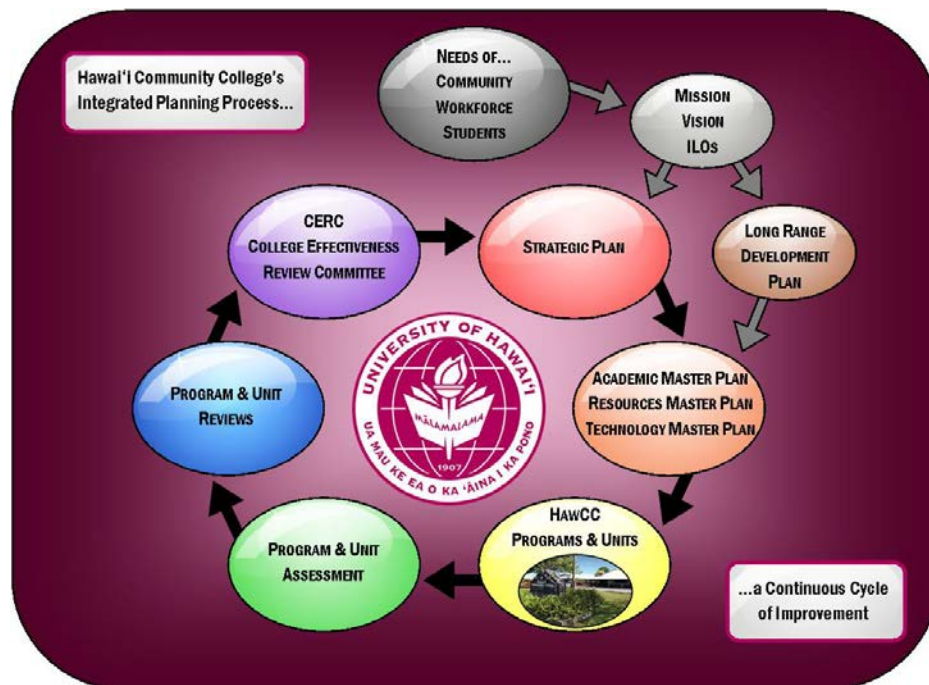


Figure 42

Recommendation 2

Along with a focus on institutional planning, the college should align its departmental-level planning and program review, and student learning outcomes on course, program and institutional levels, with the mission statement, including the mission of the West Campus. (I.A.4)

The College has met this recommendation through the following actions:

The College has taken steps to clearly link planning activities for all of its sites, including the Hilo and West Hawai'i campuses, with the Mission Statement. The Integrated Planning for Institutional Effectiveness policy, discussed in Recommendation 1, coordinates planning activities and emphasizes the importance of meeting the College's mission in measuring effectiveness.

The CERC has a particularly important role in aligning planning, program review, and student learning outcomes (SLOs) with the College's mission. The CERC brings the process of program review, SLOs assessment, strategic planning, and budgeting directly under the purview of one broadly representative campus body, which includes the director of UHCWH. The CERC integrates departmental-level representation and input at the advisory level with direct lines of communication to the chancellor. The CERC functions to ensure that results of program review are integrated into biennium budget requests. Crucial to the College's mission, the CERC ensures that budget requests conform to planning requirements and learning-outcomes advancement.

The operations of the CERC have been reviewed and revised annually by the Academic Senate's ad hoc Assessment Committee and the College's administration team. Improvements are made so the process is transparent and effective. Now entering its eighth year, the CERC's activities are crucial to integrated planning at the College.

Recommendation 3

Building upon current student learning outcomes efforts, the college should create a plan, with timelines for implementation for the complete student learning outcomes framework, which includes identifying SLOs at the college, program and course levels, implementing those outcomes across the college, assessing the outcomes, and using the results for improvement. (I.B, II.A.1.c, II.A.2.f)

The College has met this recommendation through the following actions:

The College has provided considerable education and support to enable the shift to student learning outcomes. As SLOs assessment for institutional improvement has taken root at Hawai'iCC, the College has become better equipped to face the challenges inherent to this transformation, in particular, the fact that many faculty members and staff are new to outcomes assessment. While lack of expertise has resulted in a gradual implementation of SLOs in some areas, overall progress is steady and improving, with attendance at WASC retreats and assessment workshops producing an ever-widening cadre of faculty and staff able to implement such assessment.

The large, broadly representative ad hoc Assessment Committee (AC) of the Academic Senate has been the driving force behind implementing the College's assessment plans. AC assessment policies, practices, and templates are communicated to department chairs and to the campus community. The AC has created the framework for a campus assessment process that includes assessment at the course, program, and college levels:

Course Level:

Faculty has identified course-level student learning outcomes in nearly all regularly scheduled courses. Assessment of SLOs takes place in a systematic way, coordinated by the program. In Career and Technical Education programs, for example, SLOs are often aligned with specific program learning outcomes, and assessed in conjunction with those outcomes. For the Liberal Arts program, the focus has been on assessing high-frequency courses. These include all developmental courses and those AA courses most often taken.

Program Level:

The College has made significant progress in instituting assessment at the program level, with all programs reporting that they have identified learning outcomes. All instructional programs have also completed program maps that describe how course goals fit into the program outcomes. All credit programs have submitted assessment plans that include a timeline for assessing one program learning outcome a year. Program assessment plans are posted on the College's intranet.

College Level:

Hawai'iCC has campus-approved Institutional Learning Outcomes (ILOs) that are clearly aligned with general-education, program, and course learning outcomes. The College Council is currently creating an ILO assessment plan, which will align with course and program SLOs assessment.

Recommendation 4

Academic planning should include dialogue on classes offered, library and student services, and scheduling decisions should include all affected areas or locations (centers) before being implemented. (II.A.1.c.)

The College has met this recommendation through the following actions:

The College has taken steps to ensure that course scheduling is a collaborative process involving all affected parties.

Regarding class scheduling, the vice chancellor for academic affairs guides the process, which is overseen by division and department chairs. Division and department chairs create schedules based on faculty input, student data, and academic needs. This process has been centralized so that chairs guide scheduling decisions across the entire College, including UHCWH. This provides consistency among departments and divisions, reduces potential

duplication of online courses, and coordinates those courses offered through distance learning via videoconference.

Regarding student data and academic requirements, the College ensures that scheduling decisions respond to student numbers and requirements, such as developmental- and general-education needs. For example, the Math and English Departments work with Applied Technical Education (ATE) faculty to make sure that prerequisite-skills courses are available to ATE students. The College's Student Services and Admissions Offices, testing centers, and Academic Support Office play important roles in addressing scheduling needs. As the College's enrollment has grown, the Student Services Office has been instrumental in guiding the addition of appropriate classes needed to meet increased student demand. The Admissions Office has aided in these efforts by providing regular updates on the number of applicants. The Hale Kea Advancement and Testing Center also assists in projecting classes needed by providing information on the number of students scheduled for placement testing. To further support student access to classes, the College recently implemented a registration waitlist feature. To aid in efficient scheduling decisions, as the semester start nears, the Academic Support Office provides a list of low-enrolled classes.

The College's library and learning centers, as providers of instructional support, coordinate activities to support class scheduling, including hiring and scheduling tutors and acquiring materials. For example, library faculty has worked with the College's English Department and Intensive English Program to update the READ collection, devoted to supporting developmental reading classes, as well to acquire additional ESL books.

Recommendation 5

The college update their transition plan for facilities maintenance and improvement for the East campus at Hawaii CC and the leased facilities at West Hawaii and collaborate with the U of H system to secure funding for this plan so the students attending Hawaii CC in the next 5-10 years can be adequately served with appropriate facilities while the new campus is under construction. (III.B.1.a,b)

The College has met this recommendation to the degree to which it has had control over factors related to state funding:

The University of Hawai'i and Hawai'i Community College are committed to improving facilities on Hawai'i Island. While the economy has slowed progress on permanent new campuses in Kona and Hilo, Hawai'iCC is poised to complete these projects as funds become available. In recent years, the state has provided over \$17 million in plans, design, and construction for Hawai'iCC. This has funded plans and a design for a new UHCWH campus at Pālanui. Additionally, a local developer has agreed to provide \$9 million toward the construction of the first phase of this project. The UH System is committed to requesting needed funding from the state Legislature.

The College has also made improvements at present facilities. For UHCWH, a nursing lab with a classroom and an access road were completed at the Kona Community Hospital, and there have been upgrades, including painting and carpeting, in the center's leased facilities. At the Hilo campus, infrastructure to support the Nursing Program includes a completed

portable building and the start of a major building renovation project. In addition, the Hawai‘i U.S. Congressional Delegation has promised its support for federal funds for energy and sustainability initiatives.

Recommendation 6

The college should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the college’s decision-making processes. In order to ensure the integrity and effectiveness of the College’s governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with college constituent groups. (IV.A.2, IV.A.5)

The College has met this recommendation.

The College has three major governance bodies: the Academic Senate, the College Council, and the Associated Students of Hawai‘i Community College. Each is now guided by approved charters and bylaws. Charters mandate annual evaluative surveys of the Academic Senate and College Council constituencies.

The College has developed a comprehensive Campus Governance policy (56). The policy statement was reviewed by existing campus recommending bodies and published in the updated Hawai‘iCC Policies and Procedures Manual.

Standard I: Institutional Mission and Effectiveness

A. Mission

B. Improving Institutional Effectiveness



Hawai'iCC Students

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Hawai'i Community College's Mission Statement, Vision Statement, and Institutional Learning Outcomes (ILOs) define the College's educational purposes, student population, and commitment to student learning. College programs and services align with the Mission Statement, Vision Statement, and ILOs and reflect the educational purposes, character, and student population of the College. The Mission Statement, Vision Statement, and ILOs are published in the annual College catalog and on its website ([1](#)) ([15](#)).

Mission Statement:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono" (seeking excellence). Aligned with the UH Community Colleges System's mission, we are committed to serving all segments of our Hawai'i Island community.

Vision Statement:

To promote student learning, Hawai'i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Institutional Learning Outcomes:

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.
3. Our graduates will develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Hawai'i Community College is committed to providing affordable, flexible open-door postsecondary education across Hawai'i Island, which has residents spread over 4,040 square

miles of coastal towns and rural areas. Extending from the College's Mission Statement and ILOs, the College's programs and services are aligned to meet the unique needs of its population, which is highly diverse both ethnically and economically.

Ethnically, according to 2010 U.S. Census Bureau data (2), more than 29.5 percent of the island's population claims two or more races. Based on census data, approximately one-third of the population is White (i.e., Caucasian), and twenty-two percent has Asian ancestry. Hawaiians/part Hawaiians account for 12.1 percent of the population. A language other than English is spoken in 18.1 percent of the households.

Economically, the median household income for Hawai'i Island is \$50,739, the lowest of the five major counties in the state.

The College's students reflect these data. The student population is culturally diverse, with no majority ethnicity. Students of Hawaiian ancestry make up 41 percent of the College's student body, a rate substantially higher than that for the county as a whole. Economically, Hawai'iCC students, on average, are on the lower end of the economic scale, with over 48 percent receiving federal financial aid.

The College's Mission Statement and ILOs articulate the College's dedication to serving all segments of the community and to fostering diversity and Hawaiian culture. The College supports its diverse student body and students of Hawaiian ancestry—many of whom are first-generation college students—through a number of services and programs, including Hawai'i Life Styles and Title III programs, as well as student-success initiatives addressing course completion and transfer. Community outreach includes family-participation and community-bridging activities.

To further foster community and Hawaiian culture, the College has as its underlying philosophy a commitment to *Kauhale*. The goal of *Kauhale*—which means “village” in Hawaiian—is to build true community, bringing the College's mission to life. The *Kauhale* statement, published on the College website, reads, “*Kauhale* is an ‘ohana (family) of administrators, faculty, staff, students, their families, and the Hawai'i Island community that contributes measurably to the success of our College's mission and outcomes. *Kauhale* maximizes the ‘community’ in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units. *Kauhale* enables all members of the College ‘ohana to recognize and celebrate our own individual skills, knowledge, and experiences, as well as the skills, knowledge, and experiences of others. *Kauhale* unites all components of Hawai'i Community College into an ‘academic village without walls’ for the overall success of our learners, the learners’ communities and their families, in the spirit of E ‘Imi Pono (seeking excellence)” (15). Through *Kauhale*, the College works to create an environment in which all students can succeed.

In addition to supporting diverse cultures, College programs and services address a wide age range, which includes students from 16 to 85 years old. While most students are between 18 and 25, many are older, returning to college after losing a job, raising a family, discovering the need for a life change, or simply pursuing lifelong learning. Steps the College has taken to meet the special needs of returning adult learners include participating in the University of

Hawai‘i System College Access Grant, which targets underserved populations in West Hawai‘i.

The varied backgrounds of the College’s population result in students entering with a wide range of educational needs. Typically, first-time students place in developmental math, and many require developmental reading and writing course work. The College is committed to supporting these students through comprehensive developmental courses.

To help prepare traditional students matriculating from area high schools, the College has entered into articulation agreements with the Department of Education (DOE) in the areas of carpentry, drafting, and business education (61). Additionally, liberal arts faculty members have collaborated with high school English and math instructors to promote alignment between DOE curricula and postsecondary courses.

The College’s focus on designing programs and services to meet the specific needs of its student population includes addressing the workforce needs of the island. Based on an analysis of the county’s top 20 employers, key workforce sectors include government/education (63 percent), tourism (20 percent), retail/wholesale sales (12 percent), healthcare (3 percent), and utility services (2 percent). The College works with program advisory councils representing these industries to develop programs, provide industry-training opportunities, and implement assessment.

The College’s commitment to addressing the varied educational needs of its population, supporting cultural diversity and Hawaiian culture, and providing current workforce education and training can be seen in the breadth of its programs, services, and student-success initiatives, which include the following:

- targeted technical and academic courses
- remedial and developmental courses
- ESL courses
- certificate and degree programs that address a wide range of student aptitudes and interests
- noncredit occupational training, personal-interest, and professional-development courses and workshops
- programs to encourage student success
- support for secondary schools’ college-readiness initiatives
- Achieving the Dream initiatives
- the Construction Academy
- mobile placement testing
- summer programs
- 24-hour online tutoring

In all, Hawai‘iCC offers 40 degree and certificate programs from 25 departments, as well as many noncredit courses geared toward serving the community with academic, workforce-development, and lifelong-learning opportunities (1).

The College continually seeks ways to provide relevant technical training and academic services and uses data to drive decisions about new and existing programs, drawing from the following sources:

- the University of Hawai‘i System Office and University of Hawai‘i Community College System Office
- national and local surveys
- assessment plans
- annual program reviews
- comprehensive program reviews
- county, state, and federal sources:
 - the Department of Labor and Industrial Relations
 - the U.S. Department of Labor O*NET System
 - the Hawai‘i County Workforce Investment Board
- Chambers of Commerce
- advisory councils, including the Chancellor’s Community Advisory Council
- economic- and educational-trend reports

In response to the growing demand for distance education, driven in part by economic factors such as gas prices and unemployment, Hawai‘iCC is offering increased distance education alternatives. Hawai‘iCC students have access to online classes offered by UH community colleges, as well as limited access to upper-division classes offered through the University of Hawai‘i at Manoa Outreach College. At this time, the associate in arts degree can be fully attained through distance education. A Substantive Change Proposal was approved by ACCJC in spring 2009 (9).

In response to identified needs, in 2010, Hawai‘i Community College added a Fire Science Program that offers certificate and degree options for students interested in entry-level employment in the field. The new program also provides in-service instruction. A Substantive Change Proposal for this addition was approved by ACCJC in fall 2010 (8).

With the College’s non-Hilo population doubling in the last five years, the need for additional outreach programs and services is growing. The College’s foremost outreach location is the University of Hawai‘i Center, West Hawai‘i (UHCWH), where classes are delivered either face-to-face or remotely using videoconference technology. In a 2011 survey, West Hawai‘i Center students prioritized the need for additional programs and classes. The College, supported by the UH System, has acknowledged this need, and funding for the first phase of a new West Hawai‘i campus was released in January 2012 (62). This project will support the College’s ability to serve its West Hawai‘i population.

Based on need, the College has also taken steps to offer face-to-face classes at locations convenient to rural areas of the island, including at the University of Hawai‘i at Hilo outreach facility in Honoka‘a, as well as at sites in Ka‘ū, Puna, and Kohala.

To provide student access to educational opportunities across the state and increase the number of students who continue to baccalaureate programs, the College maintains articulation agreements with two- and four-year institutions in the state system (61).The

success of students who continue to the baccalaureate level is testament to the educational start provided by Hawai‘iCC (63).

Self Evaluation

The College meets this standard. The College’s commitment to providing learning programs and services aligned with its purposes, character, and student population is evidenced by the overwhelmingly positive responses from advisory councils and employers, as well as by students who continue to four-year institutions.

In addition, the Community College Survey of Student Engagement (CCSSE) shows the College’s strengths in the areas of active and collaborative learning, academic challenge, and support for learners (Figure 43). In these key areas, the College’s results are well above national norms. In other areas, including student effort and student-faculty interaction, the College is on par with other institutions. These data provide evidence that the College’s programs and services are meeting student needs (64).

| 2010 CCSSE Results | | | | | |
|-----------------------------------|-----------|----------------|------------|-------------|------------|
| Benchmark | Hawai‘iCC | Small Colleges | | 2010 Cohort | |
| | Score | Score | Difference | Score | Difference |
| Active and Collaborative Learning | 58.0 | 51.2 | 6.8 | 50.0 | 8.0 |
| Student Effort | 49.3 | 50.8 | -1.5 | 50.0 | -0.7 |
| Academic Challenge | 53.9 | 50.3 | 3.6 | 50.0 | 3.9 |
| Student/Faculty Interaction | 50.8 | 51.6 | -0.8 | 50.0 | 0.8 |
| Support for Learners | 58.9 | 51.3 | 7.6 | 50.0 | 8.9 |

Figure 43

Actionable Improvement Plan

The College will continue to respond to the needs of the community it serves by establishing programs and services aligned with its purposes, character and student population.

A.2. The Mission Statement is approved by the governing board and published.

Descriptive Summary

The College’s Mission Statement originated at an All-College Learning Day, held March 3, 2006, at which time faculty, staff, and students sought to create a statement that would institute a college mission focused on continuous improvement. The draft was edited by an ad hoc committee and reviewed by the Academic Senate’s Executive Committee, the College Council chair and the student body president prior to submission to the Academic Senate, which gave unanimous approval on April 28, 2006 (65). The College’s Mission Statement was subsequently approved by the UH Board of Regents at their July 20 and 21, 2006,

meeting (16). More recently, at the All-College Meeting held August 18, 2011, faculty and staff reaffirmed their approval of the existing Mission Statement, agreeing that it continues to accurately present the College's focus on promoting student learning and meeting community needs.

The Mission Statement has been consistently published in all College documents including the annual catalog (1), the Hawai'i Community College website (15), the Strategic Plan (66), and accreditation reports (67).

Self Evaluation

The College meets this standard. As noted in the Descriptive Summary, the Mission Statement was created after widespread College input, discussion, buy-in, and approval through all governing bodies. It was approved by the UH BOR in 2006 and is made widely available through College publications, including the catalog, website and all planning documents.

Actionable Improvement Plan

No action is required at this time.

A.3. Using the institution's governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

Descriptive Summary

The College's Mission Statement and Vision Statement were developed in 2006 based on College-wide input. Since 2006, these statements have played integral roles in College processes and in the generation of Institutional Learning Outcomes (ILOs). In addition to maintaining currency through implementation of the ILOs, the College has also conducted reviews through meetings and surveys. To ensure regular institutionalized review, the College has instituted a formal five-year review, passed by the College Council on November 4, 2011. The next review is scheduled for fall 2016.

The creation of ILOs—which stand as extensions of the College's Mission Statement—was a lengthy process involving all parts of the College community. The Academic Senate's ad hoc Assessment Committee (AC) guided the drafting of ILOs during fall 2008. Draft ILOs were presented to the College community at the January 2009 All-College Meeting. The College conducted two subsequent surveys on the ILOs, using results to finalize the outcomes, published in the *2010-2011 Hawai'iCC Catalog*. Based on review, the College revised its ILOs in fall 2011, and they will be fully institutionalized in the annual and comprehensive program and unit reviews and assessment plans starting fall 2012.

College review of the Mission Statement has included a variety of input from faculty and staff, such as comments gathered during the August 18, 2011, All-College Meeting. At that time, 152 faculty and staff answered "Yes" to the question, "Are the Mission and Vision Statements of Hawai'i Community College still relevant to your work at the College?" Many participants elaborated on their commitment to the mission, explaining how they demonstrate the mission's goal to support "growth in the spirit of E 'Imi Pono." More than 100

participants elaborated on this connection, and many responses were published in the College's Kauhale Newsletter (68).

Self Evaluation

The College meets this standard. The *Faculty, Staff, Administrators Annual Survey* from 2010 and 2011, with response rates of 57 and 58 percent respectively, show that the Mission Statement and Vision Statements remain integral to the College community (Figure 44). The College Council is formally scheduled to review the Mission Statement and Vision Statement in fall 2016. However, the College Council is committed to earlier review if necessary (69).

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| The mission statement is central to the choices I make in my contributions to the College: the courses I teach, the service I give to students and/or the committees on which I serve. | 86.0% | 86.6% | +0.6% |

Figure 44

Actionable Improvement Plan

The College will review its Mission Statement and Vision Statement on a regular cycle.

A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The College follows UH System planning policies, which provide guidelines on mission statements, accountability and performance, long-range planning, program review, budgeting, implementation, and strategic academic planning. Hawai'iCC's Mission Statement reflects the College's role as the island's only public, open-access, two-year community college and is the cornerstone of all institutional planning and decision making.

The College's Strategic Plan provides the blueprint for meeting the College's mission, as the Strategic Plan presents the means to address the community's changing academic, workforce, and economic needs. The current *Hawai'i Community College Strategic Plan: 2008-2015* has six major outcomes, which align with the College's mission to promote student learning, seek excellence, respect the Hawaiian culture, and embrace diversity.

The College Council is formally tasked with assigning Strategic Plan action strategies and with tracking progress. College Council members, representing all College sectors, provide monthly progress updates, which will be recorded on the Strategic Outcomes Matrix (70).

UH System funding decisions further ensure support for the College's mission, as implemented through the Strategic Plan. Starting in 2010, the UH Community Colleges (UHCC) System has tied state budget decisions to Strategic Plan performance.

The Strategic Plan is fundamental to the College’s formal integrated planning approach, detailed in HAW 4.201 (38). This reinforces the central role the College’s mission plays in planning and decision making. Integrated planning requires that comprehensive program and unit reviews align with the Strategic Plan. The College requires that comprehensive-review budget requests be linked to Strategic Plan action strategies. The College Effectiveness Review Committee (CERC), a College-wide 18-member body, prioritizes budget requests based on their alignment with the Strategic Plan. The chancellor and the administrative team use CERC recommendations to make budget plans, including annual budget decisions and legislative budget requests made through the UHCC System.

Self Evaluation

The College meets this Standard. The College’s planning framework makes the Mission Statement central to decisions and operations.

In addition, survey data from 2010 and 2011 show that College faculty and staff make the mission central to their roles. In the 2010 *Faculty, Staff, Administrators Annual Survey*, 85 percent of faculty and staff respondents strongly agreed or agreed with the statement, “The mission statement affects the planning of my courses, the service I give to students and/or the committees on which I serve.” The 2011 survey showed similar results (Figure 45) (71).

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| The mission statement affects the planning of my courses, the service I give to students and/or the committees on which I serve. | 85.3% | 83.4% | -1.9% |

Figure 45

Actionable Improvement Plan

No action is required at this time.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Continuous improvement of student learning and institutional processes has always been an imperative of Hawai‘i Community College. However, the College’s approach has evolved, with the result being an increased focus on campus-wide dialogue regarding how to best support students.

Prior to 2006, the College considered support for students primarily the domain of individual academic and student-services faculty. The administration reviewed each individual faculty member’s student and peer evaluations, as required by contract-renewal and tenure-and-promotion documents. Now, the College is committed to evaluating delivery of its mission through collaborative assessment of academic and service outcomes. Moving to outcomes assessment to measure effectiveness and guide continuous improvement has been transformative.

A key result of implementing outcomes assessment has been the necessity for dialogue regarding identifying outcomes and creating assessment plans. These conversations have engendered the development of strategies to improve student learning and institutional processes across the entire College. The College’s Assessment Policy (Haw 5.202) states, “Assessment is the responsibility of everyone employed by Hawai‘i Community College,” and assigns oversight for specific levels of assessment to individual components within the College ([72](#)).

Since 2004, the Academic Senate’s ad hoc Assessment Committee (AC) has driven the institutionalization of assessment, fostering discussion that has sparked institutional-improvement efforts throughout the College. Widely representative of the College community, the current 22-member AC meets semi-monthly to provide training and support for outcomes assessment, including individual consultations, staff-development workshops, and College-wide activities, such as those included as part of Learning Day and E ‘Imi Pono Day. Such activities are designed to infuse a culture of assessment. Further, Program Working Assessment Groups (P-WAGs) and Unit Working Assessment Groups (U-WAGs)—informal sub-groups of the AC—support such efforts. P-WAGs and U-WAGs meet once or twice a month as needed to provide feedback on assessment plans and results.

These meetings have cultivated an understanding of the purpose of assessment, realistic design of assessment projects, and collaboration across departments and units.

Primary responsibility for academic outcomes rests with faculty, which oversees lecturer involvement. Department and division chairs provide oversight and serve on the Assessment Committee. Non-instructional units are responsible for development of unit outcomes, and are supervised by College administrators.

College programs and units document continuous improvement of student learning, submitting annual assessment plans and reporting assessment results. Programs and units also report achievement of outcomes in annual and five-year comprehensive reviews. Comprehensive reviews include achievement of student learning outcomes at the course, program, and institutional levels; evaluation of program health indicators; and action plans for program improvement (73).

The College Effectiveness Review Committee (CERC) evaluates comprehensive review data on outcomes and assessment results and provides collegial feedback to programs and units so that continuous improvements can be made. As discussed in A.4, CERC evaluations are used to determine budget priorities and assist with planning decisions (74). The CERC's widely representative makeup, including administrators, faculty, staff, and students, stimulates discussion regarding improving student learning and processes across the College.

The College further ensures ongoing collegial dialogue through Friday "College Hour" meetings. Departments and divisions meet the first Friday of the month, which provides time for program review, assessment, and planning. The vice chancellor for academic affairs meets bi-weekly with department and division chairs and academic support units. The vice chancellor for student affairs meets bi-weekly with members of the Office of Student Affairs. These meetings focus on how the College can improve its support for student learning and institutional processes. All-College meetings, held at the beginning of each semester, provide the venue for updates on assessment progress and goals.

Community partners are also important participants in the discussion of how to continuously improve the College's support for students. All Career and Technical Education (CTE) programs retain program advisory councils—which include business owners, employees, and alumni—that provide advice on industry trends, feedback on program effectiveness, and ways to improve industry-specific knowledge and skills of graduates. The vice chancellor for academic affairs has fostered advisory-council input through an annual reception that includes program-level meetings to review outcomes and discuss effective assessment strategies. Facilitators assist faculty in these meetings by taking notes and asking key questions of council members. This increases the breadth of the dialogue and the transparency of the process.

Self Evaluation

The College meets this standard. The institution has created policies and mechanisms to support sustainable continuous quality improvement, described in the ACCJC Program Review Rubric.

As a result of steps the College has taken to increase dialogue across the institution, there has been a significant increase in awareness regarding program and unit reviews to support improvement. In the 2011 *Faculty, Staff, Administrators Annual Survey*, the number of respondents who are aware that their department, program, or unit is scheduled for a review within the next five years increased by 8.1 percent (Figure 46) (71). In large part, this is due to the administrative team's creation of institutional goals to spur participation in the program and unit review process, encourage involvement in assessment of student learning, and improve communication (75).

The College is focused on continuing this improvement and has the goal of reaching at least 80 percent awareness. To achieve this, lecturers and non-instructional staff need to be brought more fully into the conversation.

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| I am aware that my department/program/unit is scheduled for a review within the next five years. | 63.3 | 71.4 | +8.1% |

Figure 46

Actionable Improvement Plan

The College will continue to encourage participation in and dialogue about continuous improvement of student learning and all institutional processes across the entire College community, including lecturers and non-instructional staff.

B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The College has articulated goals and set measurable outcomes through its Strategic Plan, which aligns with those for the System. The College has also created processes to support the understanding and meeting of its goals, including a coordinated program- and unit-review process that fosters collaborative action to achieve objectives.

During the 2007 to 2008 academic year, Hawai'iCC participated in a System-led review of the UHCC Strategic Plan (76). The review established clear and measureable outcomes for assessing performance and directing future priorities and budgetary planning (77). Strategic planning reports, including annual progress reports, are available on the College's Strategic Planning Resources webpage (78).

In alignment with System plans, Hawai‘iCC developed an updated *Hawai‘i Community College Strategic Plan: 2008-2015* (66). The College’s plan was drafted with input from the College Council chair, the Academic Senate chair, and administrative team. It was presented to the campus in spring 2008 and endorsed by the Academic Senate, College Council, and ASUH-Hawai‘iCC in fall 2009.

In developing the Strategic Plan, the College adhered to the UHCC policy that defines the community college’s purpose and special mission, establishing the following priorities: access, learning and teaching, workforce development, personal development, community development, and diversity (17). The UHCC policy calls for periodic assessment of whether academic planning meets the community’s needs. Derived from UHCC System priorities, Hawai‘iCC’s completed plan presents goals within five key areas: Native Hawaiian educational attainment, a globally competitive workforce, economic contribution, Hawai‘i’s educational capital, and resources and stewardship. Associated strategic outcomes list quantitative and qualitative performance measures, action strategies, and funding sources.

Hawai‘iCC’s annual and comprehensive five-year review cycles—which include all instructional programs and non-instructional units—require an understanding of the College’s goals and each program’s and unit’s role in achieving them (79). As part of the comprehensive-review process, programs and units must conduct a thorough evaluation of program effectiveness using data elements provided by the institution, and address program strengths and weaknesses. Programs and units must present an action plan based on the analysis, with justifications for budget requests. Programs and units must also report on assessment, providing evidence that includes assessment plans, rubrics, outcome-attainment data, and action plans for improvement.

Two College-wide bodies, the CERC and the College Council, coordinate the review process, ensuring that the College maintains its course in articulating and understanding goals and in working collaboratively toward their achievement. The 18-member CERC—with broad College representation that includes students—evaluates program and unit reviews to support a continual cycle of corrective action and improvement. CERC members score reviews and report results, including comments and recommendations, back to programs, units, and to the vice chancellor for academic affairs (80) (81) (82). CERC evaluations have major consequences for campus planning and budget decisions. In addition, starting in 2010, the College Council has reviewed Strategic Plan action strategies and has directed program and unit representatives to solicit feedback to determine how such strategies have been implemented. The ongoing College Council agenda focuses on continuous evaluation and improvement.

Self Evaluation

The College meets this standard. The institution sets goals consistent with its purpose and is well aligned with the UH and UHCC System goals. The updated Strategic Plan identifies strategic outcomes, quantitative and qualitative performance measures, multiple action strategies, and funding sources. College Council and CERC oversight promotes adherence to the review cycle and dialogue throughout the campus. Planning is broad based through several overlapping bodies to ensure dialogue and participation. The College has embraced

drawing together diverse groups across constituencies to collaborate on developing and attaining institutional goals.

The College's actions have resulted in significant improvements in understanding of goals and achievement measures, as seen through data regarding faculty and staff participation in and awareness of outcomes assessment and program- and unit-review cycles (Figure 47). The College remains focused on reaching its goal of 80 percent in all of these areas (71).

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| I have participated in the development of student learning outcomes for my course, program, or unit. | 67.3% | 78% | +10.7% |
| I have a good understanding of my department, program, and/or unit student learning outcomes. | 83.2% | 87.3% | + 4.1% |
| I am involved in assessment of my department, program, or unit student learning outcomes. | 70.3% | 83% | +12.7% |
| I use student learning outcomes assessment to improve learning in my classroom or area of responsibility. | 68.2% | 74.6% | +6.4% |
| My department, program, or unit is scheduled for a program or area review within the next five academic years. | 63.6% | 71.4% | +8.8% |

Figure 47

Actionable Improvement Plan

The College will continue to work to involve faculty and staff at all levels of the assessment and program review processes.

B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The College's integrated planning process, coordinated by the College Effectiveness Review Committee (CERC), ensures that the formal program- and unit-review cycles provide quantitative and qualitative assessment information that is fundamental to decisions regarding the improvement of institutional effectiveness.

Hawai'iCC is in accord with the UHCC System's Review of Established Programs policy, which mandates regular assessment of instructional and non-instructional programs and units (83). Programs and units are required to conduct annual and comprehensive five-year reviews to assess student learning, program demand, and efficiency; external factors impacting the program; and planned program improvements. Completed reviews are posted on the College's program and unit review webpage (73). These reviews contain data analysis that is integral to program improvement decisions and action strategies. Program reviews and action plans are tied to the institution's Strategic Plan, and are determinants in resource allocation at both College and System levels. Results of the annual and comprehensive program reviews are publicly available (84) (82).

The CERC evaluates all reviews and makes recommendations to the chancellor on campus planning and budget priorities (74). Based on CERC recommendations, the administration develops the budget, linking educational planning, student learning, and resource allocation.

The College's ad hoc Assessment Committee (AC) has further integrated assessment activities with planning. In spring 2011, the AC approved a five-year assessment process that aligns with the five-year comprehensive review cycle. This coordinates reporting, creates a cycle of ongoing assessment that can be sustained, and integrates assessment data with analysis of other data to better inform decisions. The five-year assessment process will be incorporated into the comprehensive program review process beginning in fall 2012.

The chancellor acted to formalize the College's integrated approach to planning in spring 2011, when she convened a working group to draft a new Integrated Planning for Institutional Effectiveness policy. This group included the vice chancellors for academic and administrative affairs, the deans of CTE and liberal arts, the chairs of the Academic Senate and College Council, the director of UHCWH, a Kauahale representative, the College's institutional researcher, the accreditation liaison officer, and the self evaluation report co-chairs. This group sent the policy forward in fall 2011, when it was approved by the College Council.

The purpose of the policy is to identify "the various components that Hawai'iCC uses to plan for, implement support for, evaluate and improve student success. Each planning component provides evidence for Hawai'iCC to continuously modify and sustain process improvement, which ensures institutional effectiveness. The integration of the planning components also provides a means for Hawai'iCC to determine the effectiveness of meeting its mission and providing higher education opportunities in response to community needs."

The policy establishes three plans:

- the Academic Master Plan (AMP), which will integrate Hawai'iCC's strategic planning and comprehensive program review processes under the direction of the vice chancellor for Academic Affairs
- the Technology Master Plan (TMP), which will integrate planning for technology in support of teaching and learning under the direction of a technology committee

- the Resources Master Plan (RMP), which will combine human, physical, and fiscal resources into one College-wide plan under the direction of the vice chancellor for administrative affairs

Self Evaluation

The College meets this standard. To support ongoing cycles of data-driven review and improvement, the College has provided training sessions, assessment materials, process-improvement feedback, and specialized evaluation tools (85) (79). These, along with the focus on integrated planning and the CERC process, have enabled the College to attain the sustainable continuous quality improvement level of program review as defined by ACCJC.

The transition to the five-year assessment plan for programs and units will support programs and units as they refine assessments to provide data for program planning and quality improvement for student success. The Integrated Planning for Institutional Effectiveness policy coordinates all campus planning components and ensures collaboration throughout the institution. These planning processes are examples of continuous improvement, as they have evolved as a result of feedback from the Assessment Committee and the CERC.

Actionable Improvement Plan

The institution will review the effectiveness of the five-year assessment plan for programs and units in addition to the Integrated Planning for Institutional Effectiveness policy in order to strengthen assessment and ensure a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness.

B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The College's commitment to broad-based input is apparent throughout its planning processes, which are designed to maximize involvement across the College community and provide the necessary resources for improvements.

The College Council, CERC, and Academic Senate—which includes all faculty—are representative of the campus as a whole, and offer opportunity to participate in policy, budget, and planning decisions. The College Council and Academic Senate publish minutes on their webpages, which demonstrate broad-based constituency involvement (86) (87). Faculty and staff can also participate in policy and planning through serving on a wide range of committees. At the start of each academic year, the Committee on Committees surveys the campus community to fill committee positions, focusing on equitable distribution among faculty and staff. The College currently offers the following committees (88):

- *Administrative Committees*
 - Academic Grievance
 - Academic Scholarship
 - Excellence in Teaching Award Selection

- Faculty and Staff Recognition and Awards
- International Education
- Personnel Screening/Interview
- Safety
- Technology Advisory
- Tenure and Promotion Review
- *College Council Committees*
 - College Council
 - Committee on Committees
- *Faculty and Staff Development Committees*
 - Faculty and Staff Development
- *Student Success Committees*
 - Financial Aid Appeals
 - Graduation
 - Recognition Ceremony
 - Recruitment and Retention
 - Student Conduct
 - Student Employee of the Year
- *Academic Senate Committees*
 - Academic Senate of Hawai'i Community College
 - Executive Committee
 - Educational Policy
 - Curriculum Review
 - Faculty Policy

Self Evaluation

The College meets this standard. The opportunities for involvement in planning, decision making, and budgeting are abundant and evenly distributed throughout the College community, with a wide range of options for faculty and staff to participate through invitation, election, or volunteering.

The College recognizes that broad and diverse representation on committees fosters robust discussion leading to true institutional improvement. It has provided resources to support involvement, in particular, for activities related to assessment and program review. This has increased understanding across the institution and encouraged greater participation.

The College has allocated resources to hire key personnel: a full-time institutional researcher; a website developer, who has significantly improved communication and timely posting of data; and a full-time institutional assessment coordinator, who supports and refines the institution's assessment activities, ensuring continual evaluation, planning, and quality improvement processes.

Actionable Improvement Plan

No action is required at this time.

B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College collects and publishes data to present evidence of the quality of education it provides. Quality-assurance information is made widely available through the College's website, which provides information on reports, surveys, program reviews, and instructional and unit outcomes assessments.

Website communications include the following:

- Strategic Plan information, such as the Hawai'iCC Strategic Plan and System planning documents (89)
- accreditation information (12)
- assessment information, with links to completed annual and comprehensive program and unit reviews, assessment plans, student learning outcomes and rubrics, and resources (90)
- data available through the Institutional Research Office (91)

The College regularly conducts and publishes surveys that measure student satisfaction of the educational experience, and faculty and staff perceptions of the institution (64) (71). Students and employees receive information through the College's website, newsletters, and email.

In addition, the UH System provides Hawai'iCC with data, available online, compiled from the Institutional Research Office (92); these include enrollment and demographics. System-wide benchmark reports are also posted on the web:

- UHCC Annual Performance Data (UHCC System and College level) (93)
- Hawai'iCC Achieving the Dream (94)

Self Evaluation

The College meets this standard. The wide range of data published by the UH System and College is easily accessible to the public and College community and allows all interested parties to evaluate the quality of education offered and the level of commitment to institutional effectiveness. The hiring of a web developer in fall 2010 and the construction of a revamped website launched in February 2011 have greatly enhanced accessibility to information.

Actionable Improvement Plan

The institution will continue to make data available to communicate matters of quality assurance to appropriate constituencies and interested parties.

B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College Council (95), the Academic Senate (96), the ad hoc Assessment Committee (72), the College Effectiveness Review Committee (CERC) (74), and the administrative team collaborate and share responsibility in planning and resource allocation processes. These groups' collaborative efforts include systematic review and modification of the cycle.

In the past, the College Council was responsible for all parts of the cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. In 2005, the College implemented a process of systematic review, assessment, and evaluation of institutional effectiveness in which programs and units engaged in reviews, which are now the basis for ongoing planning and resource allocation.

Since 2005, as a result of systematic annual evaluations and reviews, Hawai'iCC has modified the program and unit review templates and processes, data gathering methodologies, review and recommendation processes, and feedback practices. The following are modifications that have been made since 2005:

- Each review cycle, training is provided to inform writers about changes to the process, templates and data, and the type of information that is needed.
- In 2009, the vice chancellor for academic affairs and the College's institutional researcher solicited feedback from writers through process-improvement meetings. Feedback guided changes that were incorporated in the 2010 CERC review process.
- In response to feedback obtained in the 2009 process-improvement meetings, program and unit administrators were given copies of review evaluation comments made by the CERC and were asked to discuss the comments with the writers to "close the loop" and ensure that writers received information on the CERC's perception of the strengths and weaknesses of program and unit reviews.
- Each year, the College has made modifications to the CERC process, based on feedback obtained in process-improvement meetings (97).
- Programs were given an opportunity to give feedback regarding the Standard Occupational Classification codes used to determine program health indicators (98).

Beginning in spring 2011, the chancellor initiated action to review and improve the College's planning process, convening a series of meetings with administrative team members and key College personnel to develop a policy to connect the various planning processes. The resulting Integrated Planning for Institutional Effectiveness policy was drafted and approved by the College Council in fall 2011 (38).

The policy incorporates the Mission Statement and Vision Statement, ILOs, and the Strategic Plan as the foundations of planning; identifies responsible parties; and establishes three new components: the Academic Master Plan, the Technology Master Plan, and the Resources Master Plan. It states that planning at Hawai'iCC begins with instructional programs and units and follows the five-year comprehensive program review cycle.

Self Evaluation

The College meets this standard. Systematic review and modification of planning- and resource-allocation processes occur annually within Assessment Committee, CERC, and campus-wide meetings designed to solicit feedback, as well as within representative entities such as the College Council and Academic Senate. Multiple modifications have occurred to the processes since 2005. The new integrated planning policy further assures that the College maintains all parts of the review, planning, and resource-management cycles.

Actionable Improvement Plan

Hawai'iCC will continue to review and modify all parts of its planning processes.

B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

As explained in previous sections, the Hawai'iCC College Effectiveness Review Committee (CERC) is an 18-member College-wide shared governance committee comprised of administrators, faculty, staff, and students. The CERC's function is to independently evaluate all comprehensive program and unit reviews, deliberate as a body, and make recommendations to the chancellor on campus planning and budget priorities. These reviews include all instructional programs, units, student support services, the library, and other learning support services (74).

Hawai'iCC is on a five-year program- and unit-review cycle. Program and unit reviews are submitted to the CERC via the vice chancellor for academic affairs (VCAA), who serves as the CERC chair. CERC members independently review, evaluate, and score program and unit reviews using evaluation tools created for instructional and unit assessment. In evaluations, CERC members' anonymity is maintained by the VCAA.

The CERC meets regularly to formulate budget requests, consider internal budget allocation, evaluate program and unit effectiveness, and review the need for Strategic Plan revisions. The CERC's recommendations to programs and units for quality improvement are submitted to the appropriate administrator for dissemination.

Self Evaluation

The College meets this standard. After the review process, the CERC conducts a formal evaluation of its effectiveness by seeking feedback from members, programs and units, the College Council, the Academic Senate, and the ad hoc Assessment Committee. The CERC evaluates its review processes, tools, and templates, and recommends modifications (97).

Actionable Improvement Plan

No action is required at this time.

Standard II: Student Learning Programs and Services

A. Instructional Programs

B. Student Support Services

C. Library and Learning Support Services



Hawai'iCC Graduates

Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

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

The College presents an in-depth description and evaluation of this standard in subsections a. through c.

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

Descriptive Summary

The College meets the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. To meet learning needs and assess progress toward outcomes, the College relies upon placement data, community partnerships, analysis of community needs, and ongoing research.

Identifying Student Needs through Placement Data

All students enrolled in the College are required to take a COMPASS Placement Test before registering. This computerized test evaluates reading, writing, and math skills, providing the College with information needed to provide necessary courses. Test data show the need for developmental course sequences in reading, writing, and math, as a majority of entering students place below college level in at least one area. To support students at the developmental level, the College has designed courses to best meet student needs. For English classes, in addition to reading and writing, English as a Second Language (ESL)

classes are offered; for math, the College offers both liberal arts and vocational math strands (Figures 48 and 49, shown on the following two pages).

In addition, the College has math and English faculty representation on the UH Community Colleges Placement Advisory Work Group. This committee makes recommendations to the vice chancellors of community colleges to ensure appropriate placement and course support.

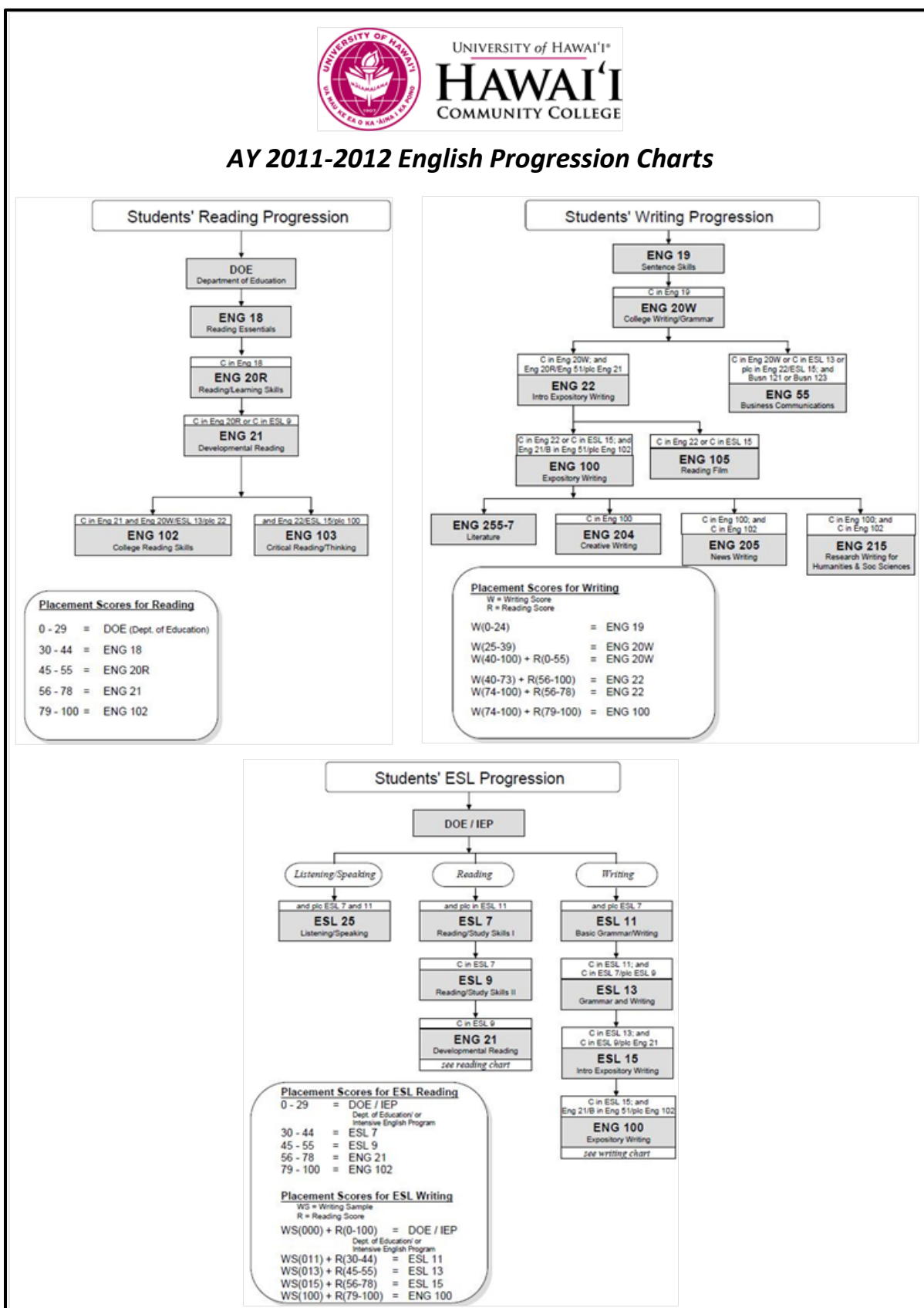


Figure 48

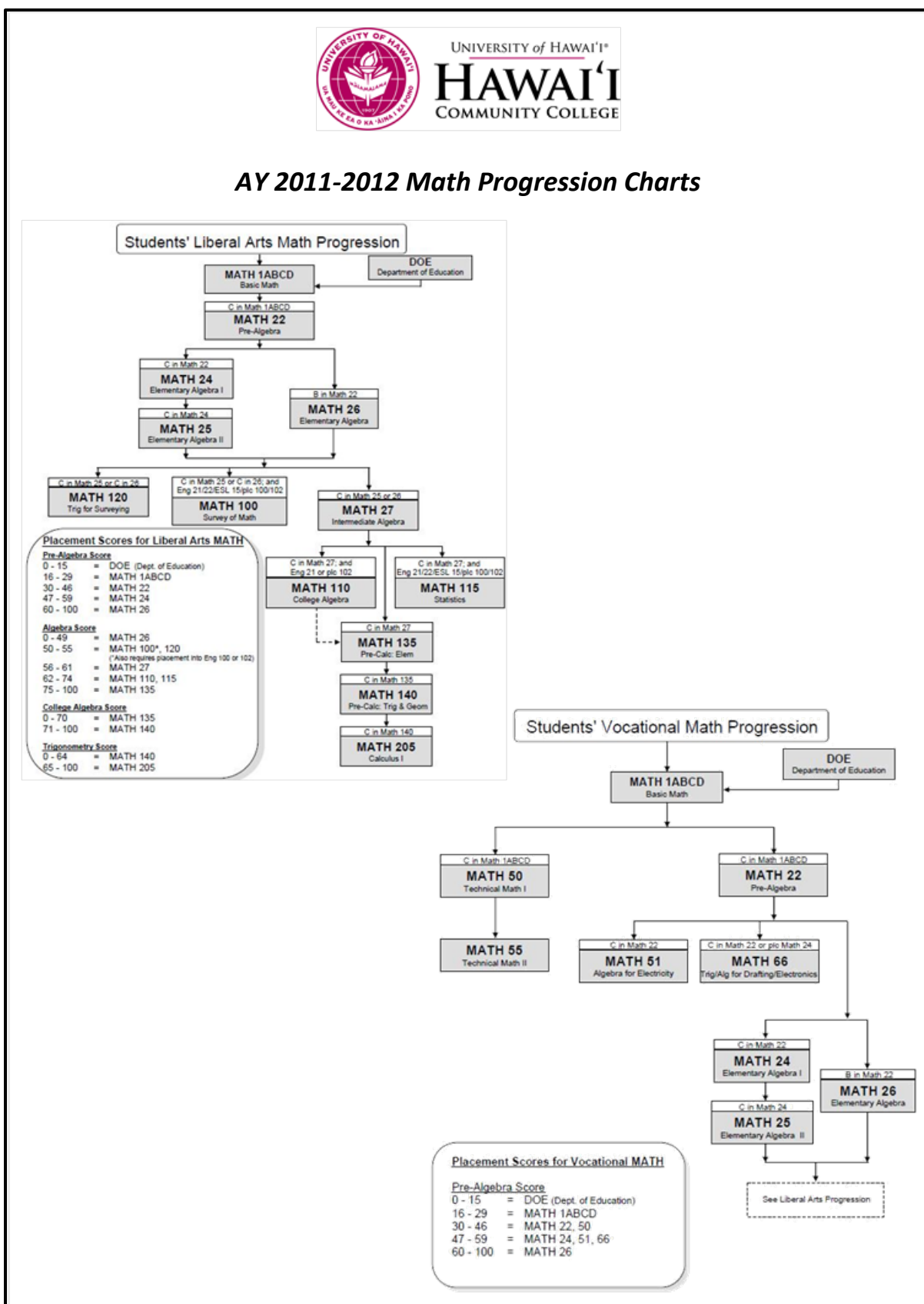


Figure 49

Partnering with the Hawai‘i Island Community

Hawai‘iCC has systems in place to respond to the specific needs of the Hawai‘i Island community.

The College’s Kauhale (Hawaiian for “village”) philosophy describes the College’s relationship with the greater community. Kauhale “maximizes the ‘community’ in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units” (15). An example of this collaboration can be seen in the College’s Model Home Project (99), a partnership between Career and Technical Education (CTE) programs and the Department of Hawaiian Home Lands, the state agency created to establish Native Hawaiian communities on lands held in trust. Carpentry and Architectural Engineering and CAD Technology Programs use the model home as their capstone project. In addition, the Agriculture Program provides landscaping, and the Machine, Welding, and Industrial Technologies Program contributes needed skills. Students involved in the model home have built 45 homes for qualified families. To incorporate green technologies, starting with the 2011 home, these homes feature NetZero energy use, photovoltaic electrical systems, solar water and heating systems, and Energy Star rated appliances.

The CTE programs have program advisory councils made up of community members who provide industry-specific guidance and professional networking. Advisory council members, listed in the College catalog, meet regularly with CTE programs to provide feedback on student learning outcomes and participate in assessment activities with the goals of making courses current and relevant.

The College’s Office of Continuing Education and Training also plays an important role in responding to the career-development needs of the community, providing a wide range of certification programs:

- The American Academy of Professional Coders (AAPC) provides Certified Professional Coder (CPC) certification to students who pass the CPC exam.
- Certified Medical Reimbursement Specialist (CMRS) classes give students the option of applying for National Certification for Certified Medical Reimbursement Specialist (CMRS) through the American Medical Billing Association (AMBA), which is approved by the American Association of Professional Coders (AAPC).
- Students enrolled in CPR/AED (Cardio Pulmonary Resuscitation/Automatic External Defibrillator) and First Aid Certification programs gain certification through the American Heart Association.
- Students who pass the Forklift Certification course exam demonstrate that they meet the needs of OSHA 1910.178, relating to Powered Industrial Trucks.
- Students can earn certification through the North American Board of Certified Energy Practitioners (NABCEP).
- Students can earn Human Resources (HR) certification.

Another example of College response to community need can be seen with the Fire Science Program, developed in 2009. The Hawai‘i County Fire Department, the Department of Transportation, the Airports Division, the National Park Service, and the U.S. Army all have vacant firefighter positions. Hawai‘iCC recently signed a Student Career Experience

Program (SCEP) agreement with the U.S. Army that provides experience for fire science students. In addition to providing entry-level qualifications, the program also provides in-service instruction to support career advancement for current county fire department personnel.

Hawai‘iCC’s response to the varied educational needs of the community also includes the Substance Abuse Counseling Program, which was developed to address local workforce demand by substance abuse treatment and human services organizations, and the Tropical Forest Ecosystem Agroforestry Management (TEAM) Program, which was developed in response to community workforce demand by the Department of Land and Natural Resources (DLNR) and other community groups.

In addition to developing targeted programs, the College offers an associate of arts degree through distance education ([100](#)), providing access to this degree path to all community members, regardless of location. To ensure effective distance-education course offerings, the College created the Instructional Technology Support Office (ITSO) to support online faculty ([101](#)).

Faculty Activities to Meet Student Needs and Assess Outcomes

Hawai‘iCC faculty engages in regular activities to identify student learning needs and to assess progress toward achieving stated learning outcomes.

English and Math faculty members serve on System-wide committees, including reading and math summit groups, the Writing Intensive committee, and the Developmental Education Committee, to ensure that courses continue to be of high quality and remain aligned. At the System level, English faculty has focused on assessment and curriculum, with reading faculty participating in a series of annual meetings to create common course learning outcomes for *English 21: Developmental Reading*.

To support alignment between area high schools and College math courses, math faculty has worked with the Department of Education (DOE) to create an Algebra II exit exam that places students directly into College math classes. This alignment effort also helps to encourage high school students to work toward the State of Hawai‘i DOE Board of Education Recognition Diploma, which requires a specified level of math proficiency.

College faculty also regularly attends conferences and workshops to ensure that programs and curricula meet the needs and goals of the community. Hawai‘iCC has regularly participated in the Achieving the Dream Initiative National Conference, as well as the UH System’s own Hawaii Strategy Institute. In addition, every year, Hawai‘iCC sends at least two College faculty to the Hawai‘i National Great Teachers Seminar, an international conference of community college educators that focuses on sharing innovations and solving problems. Drawing from such professional development, faculty and staff have implemented grant-funded initiatives to enhance instruction and improve retention. Such programs include the Papa Hulu‘ena Program for Native Hawaiian developmental students, Hui Makamae for students at risk, and a Perkins-funded project to support automotive students taking developmental reading.

Self Evaluation

The College meets this standard.

Through placement testing, the College offers programs consistent with the educational preparation of students and aligns course offerings to serve diverse student needs.

In addition, Hawai'iCC has a strong relationship with community partners and high schools, which supports its ability to identify and meet student needs. Through program advisory councils, the College maintains a direct line of communication with the Hawai'i Island community.

Furthermore, faculty identifies student learning needs and assesses progress toward achieving stated learning outcomes. Faculty uses outcomes assessment to improve instruction, as reported in the College's 2010 and 2011 *Faculty, Staff, Administrators Annual Survey* (71), which had response rates of 57 and 58 percent respectively (Figure 50). In addition, faculty takes part in research projects, attends conferences and workshops, and integrates new information into their courses and programs.

| Faculty, Staff, Administrators Annual Survey Results | | | |
|---|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| I use student learning outcomes assessment to improve learning in my classroom or area of responsibility. | 85.5% | 89.7% | +4.2% |

Figure 50

Actionable Improvement Plan

The College will continue to identify and meet student needs by developing programs that are consistent with the educational preparation of students and the characteristics of the community.

A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Faculty at Hawai'iCC uses a number of teaching modes, including simulations, discussions, modeling and demonstrations, collaborative learning, peer reviews, films, laboratory instruction, field trips, practicums, cooperative vocational education, multi-media presentations, service learning, and lectures. In terms of delivery, in addition to classes offered through traditional face-to-face format, the College offers distance education (DE), both for convenience and to help students gain technology competence.

DE is delivered through the Hawai'i Interactive Television System (HITS), video-conferencing, and the internet. Students may earn the College's associate of arts degree completely online. The College is in accord with BOR and UH System policy for DE (102) (103).

Self Evaluation

The College meets this standard. Faculty approves which form of course delivery is appropriate to meet student needs and fulfill the mission of the College. Faculty has academic freedom to use modes of instruction that are compatible with the curriculum and appropriate for the students. Student evaluations and learning outcome data inform faculty as to what methods are most appropriate.

DE courses are first developed, implemented, and evaluated as face-to-face offerings. The College's Instructional Technology Support Office (ITSO) supports online faculty and their students through orientations and workshops (101).

Actionable Improvement Plan

Faculty will continue to work within their departments and programs to use delivery systems and modes of instruction that meet the emerging learning needs of students.

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

Descriptive Summary

The Assessment Committee (AC) has established a College-wide process of assessment, which includes timelines, assessment strategies, and an external review validation for instructional programs (72). The AC has also developed a template for outcome assessment to be used by programs and courses. The process includes seven activities:

- identification of student artifacts that represent achievement of the learning outcomes
- a plan to gather the artifacts specifying the course that will contribute during the semester targeted for the assessment process
- a rubric to identify the elements of acceptable and unacceptable levels of achievement
- a sampling method
- an estimated performance rate
- a roster of the evaluation team
- analysis of the results and course of action

As of fall 2007, all instructional programs identified learning outcomes, which are stated in the <http://hawaii.hawaii.edu/catalog/> catalog and on the assessment webpage. Programs have agreed on an assessment schedule of at least one outcome a year, with some programs completing assessment of multiple outcomes through integrated capstone projects, internships, or demonstrations. All academic programs are well into scheduled assessment plans, with most program outcomes assessed. Ongoing assessment review includes analysis and action to institute improvements. Assessment plans and rubrics are due annually by

December 1, with the assessment report due the following June 1. Assessment plans, rubrics, and reports are on the College intranet, accessed through the assessment webpage (104).

To coordinate assessment, the College has focused on integrating assessment of outcomes at the course and program levels. Faculty has aligned course learning outcomes—which are presented in course outlines, syllabi, and department agreements—with program outcomes so that assessment can occur simultaneously. In the case of CTE programs, integrated course- and program-outcome assessment is often implemented through capstone projects and internships. The College’s developmental classes—both math and writing—rely on common examination materials to provide ongoing data for analysis. In liberal arts, where program learning outcomes are broader, assessment typically involves evaluating a variety of assignments that address course and program outcomes.

To both simplify and systematize assessment efforts, in fall 2011, the AC recommended that all programs develop five-year plans that identify when course and program outcomes will be assessed. In moving to a five-year plan, programs have aligned assessment with their five-year comprehensive review cycles, ensuring that results are included in reviews.

College programs regularly use assessment results to make improvements to curriculum and instruction: The Automotive Mechanics Technology Program has improved lab activities by creating smaller groups and providing more work stations. The Business Technology Program has eliminated an optional attendance policy that contributed to poor student performance. The English Department has focused on various assessment techniques for evaluating writing and identifying ways to improve student writing. The Agriculture Program is taking steps to integrate business instruction into lower-level courses to support developing the proficiency needed at higher levels.

As with face-to-face courses, DE courses participate in course and program assessments. For courses that are taught through both delivery modes, student learning outcomes are the same, and the College has focused on ensuring that both DE and face-to-face classes are assessed. In 2010, the College compared two years of student performance data for courses taught through both face-to-face and online delivery. Based on the results, the College has taken a number of steps to improve online instruction, including the creation of an online course evaluation tool, an online course template, and providing ongoing faculty development to promote best practices.

Self Evaluation

The College meets this standard. Assessment at Hawai‘iCC is at the proficiency level of the ACCJC rubric. Student learning outcomes and assessments are in place for courses and programs. The number of faculty who agree that they use assessment to make improvements has grown from 85.5 percent in 2010 to 89.7 percent in 2011, as reported in the College’s *Faculty, Staff, Administrators Annual Survey* (71).

The College recognizes the need to provide ongoing support for assessment, particularly to ensure the involvement of adjunct instructors. The College hired a full-time assessment coordinator in spring 2012 to further institutionalize continuous ongoing assessment that includes all members of the College community.

Actionable Improvement Plan

The College will continue to support assessment activities for all faculty and staff, including adjunct instructors, through in-service training, workshops, and conference attendance.

A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

All College instructional degree programs, developmental course sequences, and noncredit offerings—regardless of delivery mode or location—participate in reviews to ensure ongoing quality and improvements.

Hawai'iCC anchors its integrated planning activities in two review processes that ensure quality and improvements for all instructional courses and programs. All degree programs participate in annual and five-year comprehensive review cycles that are integrated with budget planning. In addition, the College runs annual reviews for developmental English and math sequences. The College Effectiveness Review Committee (CERC) coordinates its evaluations of reviews with College decision making to assure ongoing improvements. The College provides an institutional researcher to support data collection and analysis.

Annual Program Reviews

The College has participated in the University of Hawai'i (UH) System annual review process since its inception in 2005 (83) (105) (106). The annual review process is intended to provide regular evaluation of the effectiveness of degree programs and of significant noncredit programs for the assessment of student learning, program demand, and efficiency (107). The UH System provides an Annual Report of Instructional Program Data which assists program faculty in evaluating program health and in preparing program reviews, available online (84).

Programs use the following template descriptors to prepare their annual reviews:

- a brief program description
- the program mission statement
- program quantitative indicators
- analysis of the program, including strengths and weaknesses
- reflection on the previous year's goals and how well they have been met
- the program's action plan
- resource implications

In annual reviews, programs document outcome assessment and improvements, as well as other challenges that affect instructional quality, such as personnel or technology needs. Programs provide an action plan to ensure improvement, with related budget requests.

Comprehensive Program Reviews: A Five-Year Cycle

Since 2006, the College's instructional programs and units have conducted five-year comprehensive program reviews that evaluate demand, efficiency, effectiveness, and student outcomes (85). All programs have gone through the comprehensive review process at least once.

The CERC evaluates comprehensive program and unit reviews, makes recommendations about campus planning and budget priorities to the chancellor, and reports back to programs and units. The College makes CERC operating guidelines and evaluations public (74).

Noncredit Instructional Review Activities

The College's Office of Continuing Education and Training (OCET) offers a wide range of noncredit instruction (108). The College is committed to consistently reviewing OCET programs and courses to assure ongoing quality and improvement.

OCET instruction and support includes the following:

- noncredit short-term training courses and programs
- an accredited Intensive English Program (IEP) for international students (109)
- classes in apprenticeship training through the Apprenticeship Program
- workforce development and employment preparation courses
- contract and short-term training
- personal enrichment courses
- online certificate courses
- international short-term programs
- youth programs
- a sustainability program
- professional certification testing
- conference coordination
- administration of federal, state, and county grants

OCET's Intensive English Program and Apprenticeship Program have program-level assessment plans and submit annual and comprehensive program reviews. To ensure quality reviews across all of OCET, in fall 2011, the College implemented activities—including a workshop with Terri Manning, a national expert on college effectiveness—to develop unit outcomes and assessment plans for all aspects of OCET. Beginning spring 2012, OCET will implement assessment plans and include results in program reviews.

Assuring Quality through Program-Specific Accreditation

A number of programs at Hawai‘iCC are accredited through content-specific national accrediting bodies (Figure 51). In addition to participating in the College’s review cycles, these programs assure quality through accreditation reviews.

| Program-Specific Accreditation | |
|---------------------------------------|--|
| Program | Accrediting Body |
| Nursing and Allied Health | National League for Nursing Accrediting Commission (NLNAC) (110) |
| The Children’s Center | National Association for the Education of Young Children (NAEYC) (111) (112) |
| Intensive English Language Program | The Commission on English Language Program Accreditation (CEA) (113) |
| Culinary Arts Program | American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (114) |

Figure 51

Self Evaluation

Hawai‘iCC meets this standard. Hawai‘iCC is at the sustainable continuous quality improvement level of the ACCJC rubric in program review. Programs are engaged in ongoing and systematic reviews and use results to assure quality and continually improve instruction. Since starting the comprehensive program review cycle in 2006, all instructional programs have completed at least one comprehensive review and received feedback from the CERC on effectiveness. The College’s CERC evaluations ensure that budget decisions support continued instructional improvements, and the College refines program review processes to improve institutional effectiveness. Annual and comprehensive program reviews are accessible from the College’s program and unit review webpage (73).

Actionable Improvement Plan

The College will continue to use authentic assessment and meaningful program review processes to assure improvement in all courses, programs, and units.

A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Hawai‘iCC has procedures in place to design, approve, administer, deliver, and evaluate courses and programs, both credit and noncredit. In keeping with UH BOR policy, College faculty has a central role in establishing quality and improving instructional courses and programs (115).

Degree Approval

The development of new degrees is a lengthy process that includes analysis of data at several stages. Degrees created for the campus reflect workforce or academic needs as indicated by Department of Labor statistics, employer surveys, and feedback from four-year institutions. UH BOR grants preliminary and final approval for new degree programs (116). The College must submit evidence to assure viability and must also receive approval for a substantive change from ACCJC.

Curriculum Review Procedures

The College has established procedures for creating new courses and programs and for ensuring ongoing quality of existing courses and programs. The College ensures that programs and courses are consistent with the mission of the College and uphold the College's integrity through extensive curriculum review that involves faculty and administration.

Faculty is responsible for creating and approving program and course content. Following faculty approval of new courses and programs, the vice chancellor for academic affairs (VCAA) and chancellor provide final approvals.

The Academic Senate's Curriculum Review Committee (CRC) plays a key role in faculty review, maintaining quality, integrity, and cohesion of the College's curricula (96). All academic departments and divisions have CRC representatives. The CRC reviews all course proposals and makes recommendations to the Academic Senate for full faculty action. Each year, the CRC publishes curriculum-review timelines and deadlines, and presents a faculty workshop explaining the process.

To propose a new course, faculty must prepare a course outline, student learning outcomes, objectives, topics to be taught, a syllabus, suggested textbook readings, and delivery modes. CRC review requires faculty to address how new programs and courses are consistent with the mission of the College and uphold the College's integrity; to detail how the course is related to the educational needs and goals of the College; and to include the course's or program's relationship with other disciplines. Faculty discusses course proposals at the department and division levels. Department chairs (DCs) take a lead role in addressing questions related to prerequisites, corequisites, cross-listed courses, general education requirements, and student impact, as well as implications for program requirements, financial aid, student services, and UH articulation. Working together, DCs and CRC representatives ensure that proposals address CRC and UH System criteria.

Once submitted for review, the CRC consults with the VCAA to further ensure that proposals meet UH System requirements. The committee also reviews proposals for impact on students, disciplines, and programs. The CRC provides summaries of course proposals to departments and makes complete proposals available in administrative offices. Based on review, the CRC recommends approval or returns proposals. The CRC forwards approved proposals to the Academic Senate for a full faculty vote. If approved by the senate, the VCAA and chancellor provide final reviews and approvals. All new courses are added to the College's catalog.

The Central Role of Faculty

The College adheres to rigorous hiring and review processes that ensure high-caliber faculty committed to quality and continuous improvement of instruction. Hawai‘iCC follows UH System guidelines in hiring, tenure, and promotion. All instructors must meet minimum qualifications and are carefully selected for their extensive discipline knowledge, experience in their field, and ability to teach.

UH BOR policy includes specifications that faculty maintains qualifications that allow ongoing contribution to quality instruction. Once hired, faculty is required to go through a rigorous five-year tenure-review process that requires documentation of the ability to continually contribute to the College’s instructional quality and to improve in faculty endeavors. As part of this process, faculty is required to show meaningful analysis of student evaluations and outcomes assessment that demonstrates continuous improvement of teaching and course quality (26).

Tenured faculty is evaluated at least every five years and is required to show continued contribution to instructional quality and improvement (117).

Faculty has the primary responsibility for maintaining the quality of curriculum and making improvements to meet Hawai‘i CC’s mission and institutional outcomes. To ensure ongoing instructional quality, faculty engages in regular, standardized course reviews, following the Course Review Policy and Procedure, which specifies that 20 percent of all courses be reviewed annually on a rotating basis (118). The College’s policy encompasses the UH System requirement for articulated-course review. Based on course reviews, faculty makes improvements to curriculum, including revising courses through CRC processes, applying for course inclusion in the AA core, and submitting courses for acceptance in articulation agreements.

Ensuring Quality of Noncredit Instruction

The College’s Office of Continuing Education and Training (OCET) is responsible for noncredit instruction, with quality and improvement maintained by OCET coordinators in consultation with their instructors. In its hiring processes, OCET follows the guidelines of the Learning Resource Network, the leading international association for lifelong learning programs (119).

In addition, OCET takes a number of steps to ensure that instructors can contribute to quality and improvements: New instructors receive the *OCET Trainer’s Handbook*, which includes OCET’s vision and mission statements, history, guidelines on adult learning, and expectations of trainers (120). All new instructors must submit a “Trainer Agreement,” acknowledging receipt of the handbook and agreeing to abide by OCET procedures. OCET coordinators use student evaluation data to guide instructional practices and make improvements to course content and outcomes.

OCET’s noncredit offerings include certification programs that are regulated by outside agencies whose reviews are integral to maintaining quality and to making improvements. In some cases, instructors, curriculum, and instructional and clinical sites are approved by a

state regulatory agency. For example, OCET's Certified Nurse's Aide (CNA) program is regulated by the State Department of Human Services. Similarly, OCET's Apprenticeship Program—part of state requirements that instruction be provided for established apprenticeship programs—is associated with external affiliates and primarily administered under the Department of Labor on a state and federal level. Curricula follow the State Apprenticeship Law and combine instruction with on-the-job training. To ensure quality, all sponsors must have established and registered apprenticeship programs that meet the guidelines of the Department of Labor and Industrial Relations (DLIR) and the U.S. Department of Labor.

Self Evaluation

Hawai'iCC meets this standard. Hawai'iCC has a clearly defined process in place to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Hawai'iCC degree programs undergo a rigorous approval process. There is an extensive and thorough curriculum review process. Faculty at Hawai'iCC has a major role in the establishment of quality courses and programs, and in continuous improvement of instructional courses and programs. Faculty members are carefully chosen, following well established, rigorous procedures. The College regards professional development as vitally important.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

Hawai'iCC relies on faculty expertise and the assistance of program advisory councils (PACs) to identify competency levels and instructional learning outcomes. The College regularly assesses student progress toward outcomes.

There are 25 different advisory councils that work with Hawai'iCC Career and Technical Education (CTE) (1). Council membership may include employers, alumni, and others knowledgeable about the field. PAC members are appointed for up to two years by the chancellor, based on recommendations from program faculty. PAC members provide input on curriculum, industry trends, and employment opportunities. For the past five years, PACs have played an important role in CTE assessment activities.

PACs serve the College in five key ways, as presented in HAW 3.302, Program Advisory Councils (121):

1. They provide information regarding workforce needs and employment patterns and trends.
2. They provide information regarding performance of Hawai'iCC graduates.

3. They provide input regarding basic competencies required in new graduates.
4. They assist in providing information to the community about Hawai'i Community College and its programs.
5. They assist College faculty in accreditation and program review processes.

Programs meet with their advisory councils at least once a year ([121](#)) and integrate advisory council input with comprehensive reviews. Programs also report back results to advisory councils when recommendations have been implemented.

Self Evaluation

The College meets this standard. Faculty, with PAC assistance, determines CTE competency levels to meet industry standards. Advisory councils provide input on curriculum changes, course requirements, and course content. They are called upon to take part in assessment activities and, when appropriate, to approve student learning outcomes.

Beginning in 2009, the College formalized advisory council activities, establishing an annual CTE Program Advisory Council Meeting and Mahalo (thank-you) Dinner. Advisory council members meet with CTE program faculty and, aided by non-CTE facilitators and recorders, discuss program learning outcomes, assessment results, industry changes, employer needs, and success of students hired from CTE programs. Meeting records are archived in the VCAA's office.

To broaden industry input to CTE programs, the College has pursued relationships with other UH community colleges. Through aligning courses and learning outcomes, the College aims to create greater rigor and facilitate student transfer.

Furthermore, as appropriate, the College relies on national accreditation agencies to establish competency levels and measurable student learning outcomes, and to institute assessment.

Actionable Improvement Plan

The College will increase formalized record-keeping to track meetings that occur between PACs and CTE program faculty.

CTE program reviews will systematically include results from PAC meetings.

A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

As stated in sections A.2. and A.2.a. of this standard, Hawai'iCC strives to provide high-quality instruction with appropriate breadth, depth, rigor, and sequencing. The College's curriculum review, program review, and SLO-assessment processes all contribute to appropriate instruction, designed to take into account time to completion and synthesis of learning. As described in A.2.a., the College's qualified, dedicated faculty ensures high-quality instruction.

The quality of new courses is ensured by the faculty-driven curriculum review process, and existing courses are systematically reviewed every five years. Issues related to correct sequencing, time to completion, and synthesis of learning are part of the decision-making process in the review of new and existing courses.

In addition, the UH System evaluates annual program reviews to ensure that the community colleges are aligned in terms of rigor, sequencing, and time to completion. Executive summaries can be viewed online ([84](#)).

Hawai‘iCC makes every effort to ensure that sequenced courses are offered and opened so that students can build up their skills to successfully complete their programs in a timely manner, regardless of location or delivery. For example, under-enrolled courses are kept open if they are vital to a student’s path to timely completion; in particular, this relates to developmental reading, writing, and math courses.

A number of College programs—including Early Childhood Education, Culinary Arts, Nursing, and the Intensive English Program—are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

In addition, the College maintains high-quality instruction through the actions of various faculty committees. To ensure appropriate developmental education courses, faculty regularly participates in campus Remedial and Developmental Committees, as well as in a System-wide Developmental Education Committee. Hawai‘iCC reading faculty members are active participants in Reading Summits, a collaboration with UHCC faculty to align courses, SLOs, rubrics, and assessment strategies. In the area of writing instruction, the College has collaborated with local high schools in West Hawai‘i to establish standards for the College’s English 100 composition course.

Self Evaluation

The College partially meets this standard. Curriculum and program review processes and qualified faculty support instruction with appropriate breadth, depth, and sequencing.

In addition, the most current Community College Survey of Student Engagement (CCSSE) data, from 2010, show that Hawai‘iCC students perceive high-quality instruction across a number of areas related to engagement in academic work, including experiencing coursework that requires critical thinking, synthesis of information, and analysis. Students feel that they are frequently asked to apply their knowledge to solve problems or use their knowledge in new situations (Figure 52, see following page).

| 2010 CCSSE Results* | | |
|---|-----------|------------------------------|
| Item | Hawai'iCC | National (small colleges) |
| (4c) Prepared two or more drafts of a paper or assignment before turning it in | 2.56 | 2.48 |
| (4d) Worked on a paper or project that required integrating ideas or information from various sources | 2.73 | 2.73 |
| (4n) Discussed ideas from your readings or classes with instructors outside of class | 1.84 | 1.78 |
| (4o) Received prompt feedback (written or oral) from instructors on your performance | 2.72 | 2.69 |
| (5c) Synthesizing and organizing ideas, information, or experiences in new ways | 2.87 | 2.72 |
| (5d) Making judgments about the value or soundness of information, arguments, or methods | 2.68 | 2.56 |
| (5e) Applying theories or concepts to practical problems or in new situations | 2.75 | 2.67 |

*Average score (1=Never, 2=Sometimes, 3=Often, 4=Very often)

Figure 52

However, CCSSE data show mixed results for the College, with the need to improve in rigor. Some students report that they come to class without preparing their assignments or doing the required reading. Compared with students from other small colleges, students also perceive that they do not have to work as hard to prepare for class or meet standards (Figure 53).

| 2010 CCSSE Results* | | |
|---|-----------|------------------------------|
| Item | Hawai'iCC | National (small colleges) |
| (4e) Came to class without completing readings or assignments | 1.92 | 1.82 |
| (4p) Worked harder than you thought you could to meet an instructor's standards or expectations | 2.53 | 2.57 |
| *Average score (1=Never, 2=Sometimes, 3=Often, 4=Very often) | | |
| (10/10a) About how many hours do you spend in a typical 7-day week doing each of the following: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | 1.85 | 1.98 |
| *Average score (0=No action is required at this time, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=more than 30 hours) | | |

Figure 53

Actionable Improvement Plan

The College will use CCSSE and assessment data to improve course rigor and standards, through communicating results to divisions and departments and initiating assessment that addresses these areas.

Faculty will continue to work with UH System colleges to improve rigor and standards through appropriate assessment.

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

Hawai‘iCC uses a range of delivery modes and teaching methodologies to address the diverse needs and learning styles of its students. The College’s curriculum approval and review processes and ongoing assessment activities ensure evaluation and use of appropriate delivery modes and methodologies. In addition, the College’s rigorous instructional-review processes, which include lecturer participation in required observations, ensure that instructors demonstrate that they are meeting student needs through appropriate techniques (122). Further, required standardized student evaluations of instructors, including lecturers, provide ongoing feedback to make improvements (123).

As described in A.1.b., instructors employ a wide variety of methodologies in their classrooms, including lecture, simulation, discussion, collaborative learning, laboratory instruction, field trips, and practicum. The College’s required eCafe student-evaluation tool solicits feedback from students on instructor performance, including use of different methodologies. Students are asked to rate instructors on their use of a variety of instructional techniques and methods; to provide specific feedback related to class activities, projects, and assignments; and to make suggestions for improvement. Instructors, including probationary faculty and lecturers, are required to present eCafe results to departments and divisions. Probationary faculty must respond to student suggestions as part of the tenure-review process.

The College’s commitment to providing appropriate instruction includes a focus on supporting special-needs students. The Hā‘awī Kōkua Program and Kōkua Technology Lab (124) was established to allow equal opportunities for students with disabilities in accordance with the Americans with Disabilities Act. In consultation with program staff, including a full-time counselor in Hilo and a half-time counselor in West Hawai‘i, instructors provide accommodations to students who self-identify as having special needs. The program provides all participants with support, registration advising, and ongoing counseling, including midterm monitoring.

The program’s classroom support for students with disabilities includes ASL sign language interpreters and note-takers. In addition, the program offers a wide range of assistive devices, including visual text enlargers, “talking” and large-print calculators with printers, digital recorders, text-to-audio software, voice-to-text software, specialized computer keyboards, and wheelchair-adapted desks and tables.

The Hā‘awi Kōkua Program hosts workshops for faculty and students to provide information about the program and its services and materials. In addition, to assist special-needs students in their transition to college, the program hosts a 1-credit, five-week college-success course, *Learning Skills 70*, which covers identification of learning styles, study and test-taking strategies, and note-taking techniques, as well as providing information on community and campus resources.

Regarding delivery modes, to support learners in various locations, the College offers a number of different distance-education options, including through the Hawai‘i Interactive Television System (HITS), video-conferencing, and the internet. Distance-education offerings are in accord with UH BOR policies (102) (103). The College provides a wide range of instruction through distance education, including courses in nursing, early childhood education, business education, substance abuse counseling, and liberal arts. College DE offerings include an AA degree through distance education (9) and a DE Certificate of Completion in substance abuse counseling (7).

Self Evaluation

The College meets this standard. Hawai‘iCC uses delivery modes and teaching methodologies that are tailored to support the needs of its diverse student population.

The Hā‘awi Kōkua Program provides services and support for students with disabilities.

The eCAFE course evaluation tool gives instructors direct feedback from students regarding instructional methodologies. As part of the contract renewal, tenure, and promotion processes, faculty members are required to analyze and respond to eCAFE survey results. In addition, faculty stays abreast of learning needs, assessment, and pedagogical approaches through faculty- and staff-development workshops and literature.

Faculty, Staff, Administrators Annual Surveys conducted in fall 2010 and 2011, with response rates of 57 and 58 percent respectively, show faculty focused on assessing and adjusting methodologies to meet varied student needs (Figure 54, see following page). Student data correspond with faculty efforts to provide appropriate instruction. Results from the 2010 CCSSE show that Hawai‘iCC students experience a variety of learning methodologies geared to encourage student engagement. Compared to national averages, Hawai‘iCC students are more likely to make a class presentation, work with other students on class projects, and participate in a community-based project (Figure 55, see following page).

| Faculty, Staff, Administrators Annual Survey Results | | | |
|---|----------------------------------|----------------------------------|--------|
| Item | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| I consciously strive to serve the diverse student populations of the college. | 100% | 100% | 0.0% |
| I assess the learning styles of my students and adapt my teaching approach accordingly. | 86.9% | 88.6% | +1.7% |

Figure 54

| 2010 CCSSE Results* | | |
|---|-----------|------------------------------|
| Item | Hawai'iCC | National (small colleges) |
| Made a class presentation | 2.37 | 2.06 |
| Worked with other students on projects during class | 2.74 | 2.49 |
| Participated in a community-based project as a part of a regular course | 1.65 | 1.33 |

*Average score (1=Never, 2=Sometimes, 3=Often, 4=Very often)

Figure 55

Actionable Improvement Plan

The College will continue to provide professional development to faculty members regarding supporting different learning styles and working with students with special needs.

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

Descriptive Summary

Hawai'iCC has a regular system of evaluating its courses and programs for relevance, appropriateness, currency, and achievement of learning outcomes. The College institutes ongoing assessment of program-level learning outcomes, annual and five-year comprehensive program reviews, and regular course reviews. The College Effectiveness Review Committee supports appropriate planning through linking review activities with budget recommendations.

To further strengthen planning to meet future needs, the College began drafting its Academic Master Plan (AMP) in fall 2011. The AMP is designed to integrate data from comprehensive program reviews with strategic plan goals to clearly articulate a vision for instructional programs.

The College's Career and Technical Education programs, because of their close connection with the community and local workforce needs, maintain currency through input from advisory councils, a process described in detail in A.2.b.

Self Evaluation

The College meets this standard. There is a system of processes in place to assure that courses remain relevant, appropriate, and current, and that there is regular assessment and planning to meet future needs.

To further support needs-based planning, the College has undertaken the creation of an Academic Master Plan.

Actionable Improvement Plan

The College will use its Academic Master Plan to guide planning for future instructional needs.

A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

As described in A.2. and A.2.a., Hawai'iCC engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of student learning outcomes for both general and vocational courses, certificates, and programs. Hawai'iCC's planning processes, including program reviews, focus on continuously improving achievement of learning outcomes.

The College publishes annual and comprehensive program reviews and UHCC executive program summaries on its program and unit review webpage ([73](#)).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The College takes steps to ensure that departmental and program examinations validate effectiveness and minimize bias.

The English Department uses departmental exams for developmental writing classes, taking a numbers of steps to ensure validity and minimize bias: Tests are developed by the whole department, with extensive review and revision to remove bias. The department evaluates exams through blind grading, with student work identified by numbers generated by the registrar. Writing instructors, including faculty and lecturers, grade as a group, using a common rubric and requiring two readers per exam, with a third reader if there is disagreement.

Self Evaluation

The College meets this standard. In cases where there are departmental examinations, processes are in place to ensure validity and eliminate bias.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

The College has a number of processes in place to ensure that credit is appropriately awarded, based on achievement of student learning outcomes, and that credits earned align with accepted higher-education norms.

The College's curriculum review processes, including those to create new courses and to provide ongoing review of existing courses, include scrutiny of appropriate achievement levels for credits earned. In addition, the College's assessment processes focus on measuring student achievement of learning outcomes.

The College awards units of credit in alignment with the UH System Credit Hour policy (48). Academic credit is awarded using the following formulas for 1 semester unit of credit, based on a 15-week semester: (1) one hour of lecture per week; (2) two hours of lecture/lab per week; or (3) three hours of lab per week. Vocational education classes require one hour per week of lecture plus three hours per week work experience. The UHCC System and the College are in the process of establishing policies that incorporate federal definitions related to college-level credit hour.

Self Evaluation

The College meets this standard. The awarding of credit is consistent with the UH System and national norms and expectations.

Actionable Improvement Plan

The College will complete the process of establishing policies that incorporate federal definitions related to college-level credit hour.

A.2.i. The institution awards degrees and certificates based on student achievement of the program's stated learning outcomes.

Descriptive Summary

The College's assessment processes focus on aligning degree and certificate awards with student achievement of stated learning outcomes. Comprehensive and annual program reviews report on student outcome achievement at the course and program level, and provide completion and persistence rates. The goal of program learning outcome assessment is to maintain the integrity of degrees and certificates.

Programs assess achievement of outcomes in a variety of ways, including through common assignments, examinations, and capstone projects in which multiple outcomes are assessed using a rubric. Student performance is linked to degrees and certificates. For Career and Technical Education programs, capstone projects are often measured by industry observers who sit on program advisory councils.

Self Evaluation

The College meets this standard. All programs assess learning outcomes and link achievement with credit awards leading to degrees and certificates.

Actionable Improvement Plan

No further action is required at this time.

A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Hawai'i Community College is committed to offering a general education curriculum for all students, whether pursuing academic or vocational degrees. The College's general education (GE) requirements—presented in its catalog—align with UH System criteria and articulation agreements (61). GE requirements are intended to provide skills and perspectives that are essential for success in higher education, while also ensuring that students have exposure to areas of academic knowledge that support their ability to pursue personal, academic, and professional paths.

The College has a general education (GE) component in all its programs:

AA General Education Component:

Students seeking the AA degree must earn 18 credits of core requirements:

- Communication (9 credits): English 100 (Writing), English 102 (Reading), and Speech/Communication 151 or 251
- Logical Reasoning (3 credits): Math 100 or higher or Philosophy 110

- World Civilization (6 credits): History 151 or 152, and History 153 or 154
- Writing Intensive: one course classified as writing intensive

In addition, students must take 31 credits in area-requirement courses:

- Humanities (9 credits)
- Natural Science (10 credits, including one lab course)
- Social Sciences (12 credits)

AAS and AS General Education Components:

Students earning an AAS or AS are required to complete 9 GE credits, with AAS students required to take 3 credits each from humanities, social sciences, and natural sciences; and AS students are required to complete 3 credits each from cultural-, natural-, and social-environment areas. Students seeking either degree must also earn a specified number of credits in prescribed mathematics, communications, and thinking/reasoning courses.

Developing a GE Curriculum

Following the 2006 self evaluation report to ACCJC, the College initiated a review to formalize its GE processes. As a result of this review, the College created a statement of GE philosophy and GE learning outcomes aligned with UH System and ACCJC requirements ([25](#)). In fall 2010, the Academic Senate approved the GE philosophy and learning outcomes, which are scheduled for inclusion in the College catalog in fall 2012 (Figure 56, see following page).

In fall 2011, the process of GE course certification began, with the Academic Senate approving certification criteria and creating the General Education Certification Transitional Taskforce (GECTT). The GECTT is charged with creating a certification process and introducing a GE curriculum by fall 2013. Subsequently, ongoing GE certification will be overseen by a standing committee of the Academic Senate.

During spring 2012, the GECTT, in consultation with department and division chairs and with regular review by the senate, began developing a GE-certification process that includes documentation of rigor in course assignments, required content in course outlines, and evidence of course activities that support student attainment of GE learning outcomes ([125](#)).

| General Education Philosophy | |
|--|--|
| For the learner, general education at Hawai'i Community College fosters self-awareness; broadens the understanding of an individual's roles within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual, and professional development. | |
| General Education Outcomes | Outcome Descriptions |
| Communication | Speak and write to communicate information and ideas in professional, academic, and personal settings. |
| Critical Reading | Read critically to synthesize information to gain understanding. |
| Critical Thinking | Make informed decisions through analyzing and evaluating information. |
| Information Competency | Retrieve, evaluate, and utilize information. |
| Technological Literacy | Employ computer technology to perform academic and professional tasks. |
| Quantitative Reasoning | Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms. |
| Areas of Knowledge | Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities. |
| Self and Community | Engage in activities demonstrating understanding of one's relationship with one's communities and environments. |
| Cultural Diversity | Articulate and demonstrate an awareness and sensitivity to cultural diversity. |
| Ethics | Behave in an informed and principled manner. |

Figure 56

Self Evaluation

The College partially meets this standard. While GE requirements have always been an important academic component of all programs, formally certifying courses for GE designation is a new focus. The College has established a GE philosophy and GE learning outcomes and started a certification process for a GE curriculum.

In addition, the College's review of its general education requirements highlighted the need to evaluate AS and AAS GE requirements to ensure that they are at the college level.

Actionable Improvement Plan

The College will ensure that GE-certified courses are consistent with the general education philosophy and meet established standards.

The College will establish a cohort of GE-certified courses by fall 2013.

The College will review and revise GE requirements as needed for AAS and AS programs so that GE-course requirements are at the appropriate level.

The College will monitor assessment of general education components of all degree programs.

A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The College's GE outcome related to areas of knowledge specifies that students use "methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities." To be GE certified for this outcome, courses must provide evidence that learning outcomes address and support corresponding descriptors, which include a focus on terminology of theories, structures, and processes; study of related theories; and application of relevant modes of inquiry particular to the various disciplines. Students are expected to demonstrate proficiency related to discipline-specific terms, concepts, principles, and theories.

Self Evaluation

The College partially meets this standard. The College is establishing a formal certification process for GE curricula. While the College's degree requirements include courses in the major areas of knowledge, including humanities, natural sciences, and social sciences, formal identification of GE outcomes was completed in fall 2011, with identification of associated courses beginning in spring 2012.

Actionable Improvement Plan

The College's GE course-certification process will include courses that address the outcome for major areas of knowledge.

A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The College has five GE learning outcomes that address this standard, including Communication, which specifies that students "speak and write to communicate information and ideas"; Critical Thinking, which specifies that students "make informed decisions through analyzing and evaluating information"; Information Competency, which specifies

that students “retrieve, evaluate, and utilize information”; Technological Literacy, which specifies that students “employ computer technology to perform academic and professional tasks”; and Quantitative Reasoning, which specifies that students “apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate.” To be GE certified in these areas, courses must provide evidence that learning outcomes address and support corresponding descriptors.

Self Evaluation

The College partially meets this standard. The College is establishing a formal certification process for GE curricula. While the College’s degree requirements have focused on developing lifelong learners and have consistently required communications, science, math, and logic courses, formal identification of GE outcomes was completed in fall 2011, with identification of associated courses beginning in spring 2012.

Actionable Improvement Plan

The College will assign GE certification to courses that provide evidence of addressing the outcomes associated with the standard.

A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The College has three GE learning outcomes that address this standard, including Self and Community, which specifies that students “engage in activities demonstrating understanding of one’s relationship with one’s communities and environments”; Cultural Diversity, which specifies that students “articulate and demonstrate an awareness and sensitivity to cultural diversity”; and Ethics, which specifies that students “behave in an informed and principled manner.”

The College will assign GE certification to courses whose outcomes correspond with the associated GE descriptors, which include participating in activities that are both life enriching and beneficial to the community; analyzing learning as it relates to civic identity and continued commitment to public action; demonstrating a commitment to community or environmental responsibilities; applying the ethical principles of various disciplines; and demonstrating understanding of other cultures in relation to history, values, politics, communication styles, economy, or beliefs and practices.

Self Evaluation

The College partially meets this standard. Although an appreciation of ethical principles, respect for diversity, aesthetic sensitivity, and the willingness to assume civic responsibilities are stated outcomes in a wide variety of courses, the College has recognized the need to systematically monitor student learning in these areas.

The College is establishing a formal certification process for GE curricula. Formal identification of GE outcomes was completed in fall 2011, with identification of associated courses beginning in spring 2012.

Actionable Improvement Plan

The College will assign GE certification to courses that meet student learning outcomes associated with the standard.

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

Descriptive Summary

All degree programs at Hawai'iCC include one area of focused study and/or a core of interdisciplinary courses.

The associate in arts (AA) degree provides students with the skills required to transfer successfully to a baccalaureate degree program. AA students take an interdisciplinary core of general education courses, which must be at the baccalaureate level. The AA degree fulfills the general education core requirements of all other UH campuses. Core requirements include communication, logical reasoning, world civilization, and a writing intensive course. In addition, students are given an introduction to various areas of knowledge in the humanities, social sciences, and natural sciences. These requirements are guided by the College's program learning outcomes, which are listed in the catalog ([1](#)).

Career and Technical Education majors earn associate in science (AS), associate in applied science (AAS), or associate in technical studies (ATS) degrees, which provide skills and competencies needed for entry into specific employment. Majors include nursing, substance abuse counseling, administration of justice, early childhood education, accounting, and business. All programs have one area of focused study and provide an introduction to general areas of knowledge. In addition, most programs require students to take at least 6 credit hours in general-skills courses such as communications and mathematics/thinking/reasoning, and earn 9 credits by selecting one 3-credit course from each of three areas: cultural environment, natural environment, or social environment.

Self Evaluation

The College meets this standard. The College offers a wide range of programs to meet the diverse academic and employment needs of Hawai'i Island. The College ensures that all degree paths provide a core of interdisciplinary courses or focus on one area of study.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

The College uses program review processes, advisory council participation, program-specific accreditation, and external examinations and licensures to ensure that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Program Reviews and Advisory Councils

All Career and Technical Education (CTE) programs are annually reviewed for occupational demand, efficiency, and effectiveness, and have an advisory council that provides input on how to best prepare graduates for employment. The comprehensive program review format requires that programs analyze effectiveness in relation to the College's mission and Institutional Learning Outcomes, with the focus on contribution to the workforce and program effectiveness in preparing students for employment.

Programs regularly use results and advisory-council input to adjust curriculum to meet industry standards:

- The Auto Body Repair Painting Program signed a UHCC System agreement to standardize and update curriculum materials based on the Inter-Industry Conference on Auto Collision Repair (I-CAR) LIVE curriculum. The I-CAR LIVE curriculum is recognized as an industry leader in collision-repair training and is supported by the I-CAR Education Foundation ([126](#)). The auto body program reported on this need in its 2010 comprehensive annual review.
- In 2009, the Electrical Installation and Maintenance Technology (EIMT) Program Review documented their research into the demand for electricians in the State of Hawai'i and reported that EIMT graduates are appropriately qualified to be employed in many private- and public-sector workplaces in the industry. The program tracked graduate employment in related fields and concluded that collaboration with the advisory council was key to graduate employment.

Program-Specific Accreditation

The Culinary Program, Children's Center, and Nursing Programs are all accredited by outside agencies to ensure the professional and technical competencies of their graduates.

The Early Childhood Education Program is fully aligned with Maui, Kaua'i, and Honolulu Community Colleges and articulates with UH West O'ahu's new bachelor's degree in Social Science with a Concentration in Early Childhood. This collaboration extends to the development of online courses that can be taken by students statewide.

External Examinations and Licensures

The Cisco Networking Academy (CNA) prepares students for industry-certification exams and entry-level jobs in the computer networking field ([127](#)). The Cisco Certified Networking Associate (CCNA) series of courses prepares students for the CCENT and CCNA examinations covering network fundamentals, routing protocols, LAN switching and wireless, and WAN access. Successful completion of CCNA courses also prepares students for the CompTIA Network+ certification examination.

Fire Science graduates are prepared to meet the minimum requirements of the National Fire Protection Association's Standard 1001, as well as perform as fully qualified wildland firefighters in accordance with National Wildfire Coordinating Group PMS 310-1 standards.

The Nursing and Allied Health Program prepares students for a number of outside examinations and licensures, including National Council Licensure Exams for Practical Nursing and Registered Nursing, the Omnibus Budget Reconciliation Act certification exam for nurses' aides, and licensure by the State Department of Health for care-home operators.

Substance Abuse Counseling graduates are eligible to receive additional studies and/or fieldwork hours that can apply towards obtaining a State Substance Abuse Counseling Certificate as required by the State of Hawai'i Department of Health, Alcohol, and Drug Abuse Division; the National Alcoholism and Drug Abuse Counselor Credentialing Board; and the International Certification and Reciprocity Consortium. Students earning the Certificate of Completion in Substance Abuse Counseling and an associate's degree are eligible to receive 2,000 hours toward state Alcohol and Drug Abuse Division Substance Abuse Certification.

The Automotive Mechanics Technology Program offers an Automotive Service Excellence (ASE) certification preparation class through the apprenticeship program in OCET. This nationally recognized certification is awarded through examination by the National Institute for Automotive Service Excellence.

Self Evaluation

The College meets this standard. Through comprehensive program reviews, advisory council input, program-specific accreditation, and licensure and examination preparation, the College ensures that graduates meet employment standards and are prepared for external licensure and certification.

Actionable Improvement Plan

The College will continue to pursue opportunities to prepare students for national certification and licensure opportunities.

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

Descriptive Summary

The College catalog and website present information on educational programs and transfer policies, providing clear, accurate information on program degrees and certificates, learning outcomes, entry requirements, core requirements, area requirements, electives, and course descriptions.

Faculty members provide students with course syllabi. Department and division chairs review and check the accuracy of all syllabi, making sure that they are consistent and include approved student learning outcomes.

Self Evaluation

The College meets this standard. The College provides clear and accurate information about educational courses and programs and transfer policies.

Actionable Improvement Plan

The College will continue to provide clear, accurate information about its educational offerings and policies.

A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College provides clear information about transfer policies and accepts transfer credits through a rigorous review process. The College has established a number of articulation agreements in response to student enrollment patterns.

The College presents transfer policies in the catalog. The established review process for accepting transfer credits requires students to submit official transcripts and accompanying course descriptions to the Records and Internal Data Management Office, which determines whether course work can be applied to Hawai'iCC program requirements. The records office examines transfer applications to determine if previous course work aligns with the College's or UH System's articulation database. Students may also initiate review of additional course work through the course waiver/substitution/articulation process. For credits to transfer, students must meet grade requirements for courses. Transfer credits are not used to calculate the Hawai'iCC grade point average ([128](#)) ([129](#)).

In its catalog, the College provides extensive information regarding transferring from Hawai'iCC to another campus. Counselors are also available to assist students. In addition, widely publicized workshops are held annually to assist students transferring to UH Mānoa and UH Hilo.

The College has a number of agreements to facilitate mobility of students, including memoranda of understanding and articulation agreements with four-year colleges in the UH System. Such agreements state that Hawai'iCC's AA degree fulfills lower-division baccalaureate core requirements (61), and AA graduates gain automatic admission, with application fees waived (130).

Specific to UH Hilo, which receives the majority of College graduates who continue to the baccalaureate level, the College has a memorandum of understanding that offers students the opportunity to be admitted to and receive advising from the university while completing their Hawai'iCC program (131).

The College has also pursued agreements with four-years schools outside of the UH System, establishing a degree partnership with Oregon State University in fall 2006 that allows students who complete the College's AA degree to enter Oregon State as juniors, with lower-division baccalaureate core requirements completed (132).

Self Evaluation

The College meets this standard. Hawai'iCC clearly provides transfer policies to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, Hawai'iCC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. In addition, the College has a number of articulation agreements in place to support patterns of student enrollment and broader academic choices.

Actionable Improvement Plan

No action is required at this time.

A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The College is committed to making appropriate arrangements so that enrolled students may complete their education in a timely manner.

The College's graduation policy, published in the catalog, offers provisions to ensure that program changes do not disrupt degree attainment: "A student must satisfy either the graduation requirements in effect at the time he/she first enrolls as a classified student in a specific Hawai'iCC degree or certificate program, or the requirements in effect at the time of his/her graduation. A student whose enrollment is interrupted for two or more consecutive

semesters (excluding summer sessions) must complete the requirements in effect at the time the student is readmitted or the requirements in effect at the time of his/her graduation” (1).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogues, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Hawai‘iCC represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its annually updated catalog, statements, and publications. To improve access to communications, the College has hired a webmaster and makes information widely available online, including access to key policies and guidelines, such as the Student Academic Grievance policy, the Student Conduct Code, the Board of Regents policy, the Hawai‘iCC Policies and Procedures Manual, and the UH Procedures Information System Policies and Procedures (133).

Institutional policies, procedures, and publications are reviewed to assure integrity in all representations of the College’s mission, programs, and services. The College annually updates its catalog, with the VCAA coordinating review and revision. Academic, support, and administrative units review respective sections for completeness and accuracy. This annual review ensures the integrity of information contained in both the paper-based and online catalogs. Further, the College reviews policies, practices, and procedures on a rotating basis of 20 percent each year.

In addition, the College has processes to make changes to policies and procedures, with new and revised policies reviewed by the Academic Senate’s Educational Policy Committee, Faculty Policy Committee, or an appropriate ad hoc committee. Senate committees include division and department representatives, which provides for broad faculty input.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

The College will continue to review all policies, practices, and procedures by establishing a systematic review process.

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

Descriptive Summary

Hawai'iCC assures the academic integrity of the teaching-learning process by adhering to policies established by the UH Board of Regents, the UH Professional Assembly, University of Hawai'i community colleges, and by the College itself. These policies guide faculty and staff regarding academic freedom and responsibility, and student academic honesty. All policy statements are made available online and in publications such as the catalog and the *Faculty Handbook* (1) (134).

Self Evaluation

The College meets this standard. See additional discussion under A.7.c.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

The 2009-2015 UHPA-BOR Agreement defines Academic Freedom in Article IX and covers the procedures for dealing with alleged infringements (27):

Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attaches to all other individuals. When thus speaking as an individual, they should be free from censorship or discipline. In the exercise of Academic Freedom, Faculty Members will be held to the Professional Responsibilities set forth in Article IV, Faculty Workload and Professional Responsibilities (page 17).

Article IX also covers issues related to dealing with alleged breaches of professional ethics or conflicts of interest. Article IV in the same document covers the professional responsibilities of faculty:

Faculty Members are responsible for maintaining high professional standards of scholarship and instruction in their field of special competence. In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their

conclusions provide factual or other scholarly sources for such conclusions. Faculty Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject. In the conduct of research, Faculty Members shall adhere to legal and ethical standards and procedures (page 4).

Furthermore, UHCC policy 5.211, Statement on Professional Ethics, offers guidance on academic freedom and responsibility, calling on faculty members to recognize standards regarding professional ethics and to make “recognized standards of the profession an integral part of their professional lives” (53). Hawai‘iCC’s *Faculty Handbook* references this statement and emphasizes the need for faculty and lecturers to become familiar with ethics policies (134).

Self Evaluation

The College meets this standard. See additional discussion under A.7.c.

Actionable Improvement Plan

No action is required at this time.

A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The UH System’s Executive Policy E7.205 establishes the integrity of academic processes in relation to student conduct and the requirement that such conduct codes be enforced at the campus level (135). The Hawai‘iCC Student Conduct Code specifies the behavior expected of all Hawai‘iCC students, including issues related to academic honesty, such as cheating and plagiarizing (50). The conduct code emphasizes adherence to academic honesty, noting that “teaching, research, and service purposes are severely disrupted and subverted by academic dishonesty.”

Self Evaluation

The College meets this standard. See additional discussion under A.7.c.

Actionable Improvement Plan

No action is required at this time.

A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalogue and/or appropriate faculty or student handbooks.

Descriptive Summary

Hawai‘iCC ensures that faculty and students are aware of policies governing conduct. The *Faculty Handbook* is distributed to new faculty and lecturers, and they are informed of policies in their orientation. Division chairs also include a discussion of these policies at the

departmental level. Students are made aware of the Student Conduct Code in new-student orientation. It is also included in the Hawai'iCC catalog and online as a separate policy statement. In addition, many instructors include guidelines regarding academic freedom and academic honesty in their syllabi and, when appropriate, during instruction.

Self Evaluation

Hawai'iCC meets this standard. To assure the academic integrity of the teaching-learning process, there are clear policies in place from the Board of Regents, the UH System, UH community colleges, and from the College itself on academic freedom and responsibility. Hawai'iCC's *Faculty Handbook* makes reference to these policies, and instructors are made aware of these policies through orientation sessions.

Students at Hawai'iCC learn of the Student Conduct Code through the College's new-student orientation, which is offered in person or online. Students can freely access the Student Conduct Code in the College catalog and online. Faculty is also strongly encouraged to include information on the conduct code in their syllabi and to discuss issues of academic honesty with students.

Actionable Improvement Plan

No action is required at this time.

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

Not applicable.

B. Student Support Services

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

Overview

The College is committed to providing appropriate recruitment, admissions, and ongoing support services through a range of offerings, including the Office of Student Services, the Learning Center, the Hale Kea Advancement and Testing Center, Mookini Library, and program-specific tutoring and computer labs. All faculty and staff are aware of the wide diversity of students and support the College's mission of promoting learning by embracing the unique culture of Hawai'i Island and inspiring growth in the spirit of "*E 'Imi Pono*" (Hawaiian for "seeking excellence").

Hawai'iCC complies with the open-door policy of the UHCC System, admitting individuals who are at least 18 years old or hold a high school or general education diploma. The College recruits and admits students from across the island, participating in college fairs and offering streamlined admissions for local high school students through what is titled the "Kama'aina" application process. The College also offers campus tours and provides extensive information through the Information Center.

To further support the transition for area high school students, the College participates in Running Start, a program operated in conjunction with the state Department of Education that admits high school juniors and seniors who earn high school and college credits. The College also participates in the Early Admissions Program, a similar program for private- and home-schooled students.

The College's focus on providing appropriate support starts with the admissions process, which requires students to participate in new-student orientation and take COMPASS placement tests to identify math- and English-course levels. To increase access for potential students, the College operates a mobile testing van that travels to area high schools to administer placement. To address the needs of those students who place in developmental classes, the College engages in a number of activities, including participating in the UH System Remedial/Developmental Committee and providing the Hulu'ena program, which concentrates on Native Hawaiian students. The College also ran Hui Makamae, a pilot cohort model that linked developmental reading with a college-skills course. Additional student support initiatives include developing a transfer program with UH Hilo that focuses on supporting Native Hawaiian students, and gathering qualitative data on barriers to attaining financial aid.

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

Descriptive Summary

The College's Office of Student Services (OSS) assures the quality of a wide range of support services and uses a variety of data, including program reviews and surveys, to demonstrate effectiveness.

OSS offices support learners from entry through departure and beyond so they can reach their academic and personal goals. In keeping with the College's mission, OSS serves all segments of the Hawai'i Island community through the following offices:

- the Information Center
- Admissions and Registration
- Records and Internal Data Management
- Financial Aid
- Counseling
- the Career and Job Development Center
- the Ha'awi Kōkua Program
- the Student Life Program

OSS offices provide access and support to all students, regardless of location, with services available on-site and through telephone and email. Each office assures quality through services tailored to meet student needs, and engages in ongoing assessment to ensure improvements.

Information Center

The Information Center, located in the Administrative Offices Building on the Hilo campus, is a one-stop location where students and the public can inquire about programs and events. It serves as a clearinghouse for current, accurate information. Center staff—in collaboration with faculty, staff, and outside agencies—uses a combination of email and social and print media to increase community awareness of the College. The staff coordinates campus visits by area schools and represents the College at community-outreach activities and fairs. In addition, the center oversees publication of the student-services newsletter, the *Kukui News Online* ([136](#)). The Information Center tracks contact with the public by maintaining a log of inquiries and phone calls.

Admissions and Registration

The Admissions and Registration Office focuses on ensuring quality by providing accessible educational opportunities through effective, efficient processes delivered in accordance with policies and procedures.

Any high school graduate or person 18 years of age or older can apply to Hawai'iCC by filling out the UH System Application Form, available in paper form or online. The office provides streamlined applications to area high school students through the customized

Kama‘aina application form, designed to simplify the application process. The office distributes the Kama‘aina application during recruitment visits and through collaboration with high school counseling staff.

Since fall 2007, Hawai‘iCC has experienced a significant increase in enrollment, with ongoing fall-to-fall increases of greater than 10 percent. From fall 2007 to fall 2010, student numbers grew by 1,212, far exceeding the enrollment goal set in the UHCC Strategic Goal and Outcome.

The percentage of Native Hawaiian students within the student body increased as well, growing from 35.8 percent in 2008 to 40.4 percent in 2009, a gain that also exceeded the enrollment goal set in the UHCC Strategic Goal and Outcome for Native Hawaiian educational attainment.

In response to increased demands, the Admissions and Registration Office added a half-time position, which has assisted in meeting student needs, with the office reducing acceptance-letter turn-around time from three weeks to one.

Records and Internal Data Management

The Records and Internal Data Management Office is committed to effective management of institutional records and to providing accurate, timely information to faculty, staff, and students.

The office consistently processes external and internal transcript transactions, confers and awards degrees and certificates, and provides course certifications for veteran benefits, maintaining its ability to provide these services even as the student population has grown (Figure 57).

| Records and Internal Data Management | | | |
|---|----------------|----------------|-----------------|
| Measure | 2008-09 | 2009-10 | Increase |
| Number of external transcripts processed for possible transfer of credits | 531 | 903 | 70% |
| Number of Hawai‘iCC transcripts requested, prepared, and sent | 1690 | 2044 | 20% |
| Number of degree/certificate applications processed | 486 | 571 | 17% |
| Number of degrees/certificates conferred and diplomas processed | 459 | 530 | 15% |
| Annual headcount of students receiving at least one degree/certificate | 369 | 444 | 20% |
| Number of veterans, whose courses were certified for benefits | 149 | 180 | 21% |

Figure 57

Regarding course grades, Hawai‘iCC is consistently the first campus in the UHCC System to post end-of-semester grades, which reflects the office’s ongoing focus on effective communication with instructors regarding grade deadlines and posting processes.

The office uses a unique online database to provide quality support for students. The STAR database tracks a student's academic journey, helping both the student and faculty understand the student's academic progress and learn what is necessary to graduate. Students may log in to access grades, credits earned, financial aid status, academic holds, transcripts, and notes from their academic advisor. They may also take a "what-if journey" that details the remaining classes required to graduate. Students must submit a signed STAR report to apply for graduation ([137](#)).

Financial Aid

The Financial Aid Office is committed to providing access to the diverse range of students the College serves, with outreach that includes a financial aid representative at all mandatory new-student orientation sessions and year-round workshops on student aid, loans, scholarships, and student employment. In conducting presentations and workshops, the office partners with community organizations such as Workforce Development and the Salvation Army. Loan Entrance Counseling is provided online by the U.S. Department of Education's Direct Loan website. Exit-counseling sessions are provided for all graduating students in the Hale Kea Advancement and Testing Center, which is equipped with individual computers for students to complete federal loan requirements online with the National Student Loan Data Exchange.

The Financial Aid Office has an online survey featured on its webpage ([138](#)) to encourage student feedback on its services. This survey assesses the telephone, walk-in, web, and overall services provided.

Starting in 2011, the Financial Aid Office began using the National Association of Student Financial Aid Administrators (NASFAA) Self-Evaluation Guide to evaluate the effectiveness and efficiency of services provided to students. This tool helps the office stay current in regard to changing requirements, implementing best practices, and preparing for required audits or program reviews.

In addition to College-specific steps to ensure quality, the Financial Aid Office works in partnership with UH System colleges, which, under the direction of Vice President for the Community Colleges Dr. John Morton, have started meeting to centralize financial aid application requirements so that there is consistency across campuses.

The Financial Aid Office has been responsive and innovative in servicing tremendous increases in applicants and recipients. From 2006 to 2010, the number of financial aid applications increased by over 200 percent (Figure 58). The number of students awarded aid has also significantly increased. Since 2008, there have been year-to-year increases of more than 40 percent in the number of awards, with ongoing year-to-year growth of more than 25 percent in the number of enrolled students who receive aid (Figure 59).

| Number of Financial Aid Applications | | |
|--------------------------------------|--------|----------|
| Year | Number | Increase |
| 2006-07 | 1571 | -- |
| 2007-08 | 1699 | 8% |
| 2008-09 | 2283 | 34% |
| 2009-10 | 3105 | 36% |
| 2010-11 | 4907 | 58% |

Figure 58

| Number of Students Awarded Aid | | | | |
|--------------------------------|--------|----------|----------------------------|----------|
| Year | Number | Increase | Enrolled Students with Aid | Increase |
| 2006-07 | 984 | -- | 873 | -- |
| 2007-08 | 993 | 1% | 1025* | 17% |
| 2008-09 | 1387 | 40% | 1282 | 25% |
| 2009-10 | 2044 | 47% | 1713 | 34% |
| 2010-11 | 3069 | 50% | 2297 | 34% |

*Higher number reflects students with external aid sources.

Figure 59

The number of federal Pell-Grant recipients, an indicator of the College's ability to serve lower income students, has increased by more than 30 percent year to year since 2008, with the amount awarded growing by \$5.6 million since 2006 (Figure 60). Since 2008, the number of Native Hawaiians receiving Pell Grants has grown more than 40 percent year to year (Figure 61). Overall, from 2006 to 2009, the total aid awarded to all students increased from \$3.1 million to over \$9 million (Figure 62, see following page).

| Number of Federal Pell Grant Recipients | | | | | |
|---|--------|----------|-----------------|----------|--|
| Year | Number | Increase | Funds Disbursed | Increase | Increase in Enrolled Students with Pell Grants |
| 2006-07 | 653 | -- | \$1,479,062 | -- | -- |
| 2007-08 | 756 | 16% | \$1,927,665 | 30% | 22% |
| 2008-09 | 1006 | 33% | \$2,792,711 | 45% | 26% |
| 2009-10 | 1500 | 49% | \$5,045,259 | 81% | 35% |
| 2010-11 | 2053 | 37% | \$7,096,174 | 41% | 44% |

Figure 60

| Number of Native Hawaiian Federal Pell Grant Recipients | | |
|---|--------|----------|
| Year | Number | Increase |
| 2006-07 | 327 | -- |
| 2007-08 | 354 | 8% |
| 2008-09 | 521 | 47% |
| 2009-10 | 766 | 47% |
| 2010-11 | 1108 | 45% |

Figure 61

| Amount of Aid Awarded: 2006-2007 vs. 2009-2010 | | |
|---|--------------------|--------------------|
| Type of Aid | 2006-07 | 2009-10 |
| Federal Pell Grant | \$1,400,000 | \$5,000,000 |
| Other Federal Grants | \$100,000 | \$100,000 |
| Total State Grants | \$41,000 | \$146,000 |
| Total Federal Loans | \$607,000 | \$1,800,000 |
| State Loans | N/A | N/A |
| Federal Work-Study | \$60,500 | \$53,000 |
| Total Institutional Aid | \$262,000 | \$1,000,000 |
| Private Loans | N/A | N/A |
| UH Foundation Scholarships | \$22,000 | \$49,000 |
| Second Century | N/A | \$156,000 |
| Outside Resources | \$640,000 | \$967,000 |
| Total Aid | \$3,132,500 | \$9,271,000 |

Figure 62

Throughout the self evaluation period, the Financial Aid Office has taken steps to improve effectiveness, in particular in response to a federal program review triggered by the student default rate exceeding 20 percent in fall 2009. To resolve this problem, the office instituted a number of creative default-management initiatives, including hiring a half-time debt management assistant, developing a Default Prevention Plan (39), and instituting efforts aimed at loan literacy. As a result, the student default rate dropped to 14.5 percent in fall 2010 and to 13.5 percent in fall 2011. In recognition, the office received a nomination for the U.S.A. Funds Excellence in Debt Management Award for 2011.

Counseling

Counseling and Support Services support students so that they can develop academic and personal skills to succeed in college and enrich their communities. The office includes 11 counselors providing a range of supports, including in-person, online, and telephone appointments for assistance in academic, career, job placement, and personal counseling.

Hawai'iCC has experienced a significant increase in enrollment, with student numbers growing from 3275 in fall 2009 to 3815 in fall 2010 (139). In response, the counseling department has worked to improve efficiency and effectiveness in providing quality support services, including using the following strategies and interventions:

- STAR, an online student- and advisor-accessible tool for tracking student progress toward program completion
- when appropriate, group delivery of services to reach more students
- mandatory orientation for incoming students

Student Support Programs

The College provides a number of programs through the Office of Student Services that are designed to ensure that diverse student needs are met.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):

The mission of the Hawai‘iCC GEAR UP Program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education by encouraging academic success, facilitating the transition to college, and increasing access to financial aid resources [\(140\)](#).

Early Admissions/Running Start Program:

The Running Start Program is a unique partnership between the UH System and the Department of Education. Its mission is to provide opportunity for academically qualified public high school juniors and seniors to enroll in college classes and earn both high school and college credits. Running Start courses are transferable to any UH System campus. In conjunction with GEAR UP, a limited number of need-based scholarships have been made available to Running-Start students. Hawai‘iCC offers Running Start information on its website [\(29\)](#).

International Student Support:

Through OSS, the College provides international students with a counselor who provides a separate orientation and case management to ensure that students comply with federal regulations.

Hawai‘i Life Styles Paepae ‘Ōhūa Student Support Center:

For students in the Hawai‘i Life Styles Program, the College provides learner support embedded within instruction through the Paepae ‘Ōhūa model, an indigenous model for one-stop academic, counseling, and cultural support. Paepae ‘Ōhūa faculty and staff provide academic advising, counseling, financial aid information, tutoring, and general assistance for students enrolled in any Hawai‘i Life Styles class or program [\(141\)](#).

Career and Job Development Center:

The Career and Job Development Center supports students in career and educational planning, providing assistance with career development, resume writing, job searching, and interviewing. One counselor coordinates the operations of the center. In addition to assisting students, the coordinator collaborates with faculty to develop job-preparation curriculum, conducts outreach to employers and employment agencies, and participates in annual career and jobs fairs. The center has expanded services to offer additional group workshops to accommodate increasing enrollment.

Ha‘awi Kōkua Program:

The College’s Ha‘awi Kōkua Program promotes equal educational opportunity for all, providing services and accommodations to students with documented physical, learning, and/or psychological disabilities. The program has supported an increasing number of students, with the number growing from 62 in spring 2009 to 114 in spring 2010, an increase of 84 percent. To meet increased demand, the program hired a computer programmer to develop a program to track student progress and provide assessment and reporting data. To facilitate student transition from high school, the program has provided information packets to area schools. To further support student needs, the 2010 program review included the goal of adding a half-time position to program staff.

Student Life Program:

The Student Life Program promotes student engagement through social, cultural, intellectual, instructional, and recreational programs.

The Student Life Program supports student involvement in Chartered Student Organizations (CSOs), campus governance bodies established by the BOR to represent and serve the entire student body. Students have the opportunity to serve on College-wide committees and take part in Student Government and Student Life Council meetings and initiatives. The Student Life Program provides training, advising, counseling, and administrative support to CSOs.

The program further supports the student experience by hosting leadership workshops, facilitating outreach activities, and stimulating community involvement by providing a network of resources and a variety of volunteer opportunities. In addition, the program oversees the Student Lounge facility on the Hilo campus, a place for students to socialize or study between classes.

Self Evaluation

The College meets this standard. Student-services offices use program reviews, surveys, unit assessments, and data from the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) to evaluate and make improvements in performance, effectiveness, and quality of services to support student learning. Each office provides accessible services for all, regardless of location. However, the College recognizes the need to address increasing student demand on student support services.

In the most recent 2010 CCSSE report (64), Hawai‘iCC received high ratings in the area of Support for Learners (Figure 63).

| 2010 CCSSE Results* Support for Learners | | |
|--|------------------|---------------------|
| Item 9. How much does this college emphasize each of the following: | Hawai'iCC | CCSSE Cohort |
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.93 | 2.50 |
| 9d. Helping you cope with your non-academic responsibilities (work, family, etc.) | 2.28 | 1.95 |
| 9e. Providing the support you need to thrive socially | 2.57 | 2.15 |

*Average score (1=Never, 2=Sometimes, 3=Often, 4=Very often)

Figure 63

In addition, data from the 2010 CCSSE report show satisfaction with the range of services and supports provided to students, including assistance to students with disabilities, support for involvement with student organizations, and services for career planning. CCSSE results indicate that Hawai'iCC students are more likely than those from the UHCC consortium or CCSSE cohort to report that they frequently use and are satisfied with services for students with disabilities and rate the importance of such services significantly higher than the UHCC consortium or CCSSE cohort. Data also show the College has higher levels of student satisfaction related to student organizations, with College responses exceeding those of the UHCC consortium and CCSSE cohort regarding frequency of use and satisfaction with student organizations, the perception that student organizations are important, and the amount of participation in College activities.

Data from the most recent SENSE survey, conducted in 2009, likewise show student services providing quality support for students, providing evidence of the effectiveness of student orientations and advisor guidance (Figure 64, see following page).

| 2009 SENSE Results* | | | |
|---------------------|--|-----------------------------------|-----------------------------------|
| Item No. | Item | Hawai'iCC | Other Small Colleges |
| 11a | Orientation. Took part in an online orientation prior to the beginning of classes | 21.4 | 8.4 |
| 11d | Orientation. Unaware of a college orientation | 9.9 | 16.8 |
| 11e | Orientation. Unable to participate in orientation due to scheduling or other issues | 17.8 | 23.4 |
| 18e | An advisor helped me to select a course of study, program, or major | Strongly Agree 32.7 Agree 34.4 | Strongly Agree 6.9 Agree 36.4 |
| 18f | An advisor helped me to set academic goals and to create a plan for achieving them | Strongly Agree 21.0 Agree 24.6 | Strongly Agree 15.4 Agree 24.6 |
| 18g | An advisor helped me to identify courses I needed to take during my first semester/quarter | Strongly Agree 36.2 Agree 37.2 | Strongly Agree 29.7 Agree 43.1 |

*Percentage of responses

Figure 64

In addition, CCSSE, SENSE, and College-survey data show student satisfaction related to career counseling and job-placement assistance: 2010 CCSSE data show such assistance being used by students and supporting the development of career goals; 2009 SENSE results show students aware of and satisfied with career counseling; and the College's Student Self Evaluation of Services surveys from 2008 to 2010 show high levels of satisfaction with career and job development resources and services.

Actionable Improvement Plan

Student-services offices will continue to survey students to assure the quality of services.

The College will evaluate the need for a full-time first-year-experience coordinator.

B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. general information, b. requirements, c. major policies affecting students, and d. locations or publications where other policies may be found.

Descriptive Summary

The College catalog is updated and published annually. Each spring, the catalog is reviewed and revised to ensure that precise, accurate, and current information is provided. The updated paper-based catalog is distributed each July. In addition, the catalog is available online ([1](#)).

- a) General Information: The College catalog provides the following general information. Page numbers reference the 2011-2012 paper-based edition:
- official name, addresses, telephone numbers, and website
 - the Mission Statement (page 6)
 - course, program, and degree offerings (pages 52-87); and specific course offerings (pages 89-141)
 - the academic calendar (pages 2-3)
 - the Academic Freedom Statement (page 37)
 - available student financial aid (pages 47-50)
 - available learning resources (pages 10-11)
 - names and degrees of administrators and faculty (pages 143-150)
 - names of Governing Board members (page 151)
- b) Requirements: The College catalog provides information regarding the following requirements. Page numbers reference the 2011-2012 paper-based edition:
- admission requirements and procedures (page 14)
 - student fees and other financial obligations (pages 22-23)
 - degree and certificate requirements (pages 52-84), graduation requirements (pages 31-32), and transfer information (page 18)
- c) Major policies affecting students: The College catalog provides the following information regarding major policies affecting students. Page numbers reference the 2011-2012 paper-based edition:
- academic regulations, including academic honesty (pages 39-46)
 - the nondiscrimination policy (pages 37-38)
 - acceptance of transfer credits (page 18)
 - grievance and complaint procedures (pages 37-38)
 - the policy on sexual harassment (pages 38-39)
 - the refund of fees policy (pages 22-23 and 49-50)
- d) Locations or publications where other policies may be found: The College catalog provides a comprehensive listing of policies affecting students. The catalog also provides information on accessing the College website, where other policies may be found.

Self Evaluation

The College meets this standard. The College annually reviews and revises the catalog to provide comprehensive general information, requirements, and major policies.

Actionable Improvement Plan

The College will continue to update the catalog and provide precise, accurate, current information.

B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

To identify learning support needs and ensure such needs are met, Hawai'iCC uses research and data, including those collected through surveys and unit reviews. In addition, the Office of Student Services (OSS) addresses incoming student needs through incoming placement data and one-on-one counseling.

Survey and Review Data

Hawai'iCC's OSS uses surveys and questionnaires to gather student information and conduct analysis to improve services and supports offered to students.

The office uses the Graduating Student's Survey to evaluate student satisfaction across a range of areas, including receiving College information; receiving assistance with the application process, financial aid, and choosing a major; understanding the COMPASS placement test and how to register; receiving assistance with transfer processes; receiving personal counseling; receiving assistance with career planning and employment; being involved with student-life activities; and receiving assistance with applying for graduation. The results of the survey are discussed at OSS meetings and low ratings are investigated.

The College evaluates individual counselors with a Counseling Student Survey collected from students following counseling sessions. Counselors review, analyze, and respond to results as part of the contract-renewal, tenure, and promotion processes.

In addition to using survey data, OSS participates in regular annual and five-year comprehensive review processes, which include analysis of assessment of unit and student outcomes. Based on identifying strengths and weaknesses, the office sets goals for improvement.

Student-Needs Identification

From the application stage onwards, student-services faculty and staff evaluate individual student needs and offer appropriate support. OSS counselors and support staff work closely with academic faculty to identify students in need of services or support, and respond to referrals from faculty who observe struggling students. In addition, students on academic warning, probation, and those readmitted after dismissal are required to meet with counselors to ensure that students receive support and services needed to succeed. In meetings with a program faculty advisor or OSS counselor, incoming student needs are assessed and students are assisted in receiving appropriate services.

All new, returning, and transfer students attending Hawai'iCC are required to participate in new-student orientation sessions. Hawai'iCC's new-student orientation includes information on financial aid, distance-education options, student-success offerings, counseling and advising, the Career and Job Development Center, disability services, and the Learning Center and tutoring services. During orientation, students complete a self evaluation that

includes factors such as transportation needs, childcare, and budgeting. Following orientation, students are invited to take part in a session assessment.

Appropriate academic support is facilitated through use of the COMPASS placement test, which indicates the suitable level for English and math courses. As fitting, counselors may recommend that students join a cohort of learners or take advantage of other campus services.

Self Evaluation

The College meets this standard. Through data and student-needs identification, OSS provides appropriate services and programs.

CCSSE and SENSE data confirm this, with College students reporting high levels of satisfaction in academic-, financial-, and career-support services, as noted in section B.1. of this standard.

In addition, the Graduating Student's Survey provides positive data, with the 2010-2011 survey showing that most students report receiving needed services, and less than ten percent disagree.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

Hawai'iCC serves all of Hawai'i Island, and, in its mission, aims to provide services regardless of location or delivery method. At the Hilo campus, the College's counseling department has eight counselors to assist with the various stages of the student's academic journey, from admissions to job placement. At the West Hawai'i campus, there is one full-time and one half-time counselor. In addition to providing on-campus support, counselors and Information Center staff regularly engage in community outreach, visiting local high schools and participating in college fairs. For distance-education students, counselors are available by telephone and email.

OSS is committed to meeting a diverse range of student needs, offering appointments during regular operating hours, 8 a.m. to 4 p.m. Monday through Friday, and also accommodating special scheduling needs. Students with disabilities can be supported through voice/TTY relay service. International students have a designated counselor, and all counselors are trained to work with students whose first language is not English.

Prospective students can learn about the College through its website ([28](#)), and application forms can be downloaded or picked up from the Admissions and Registration Office. The College's website includes a comprehensive webpage for the Financial Aid Office ([142](#)),

which allows prospective students to explore financial aid options. The College provides scholarship and loan applications online, as well as offering in-person support.

Self Evaluation

The College partially meets this standard. The College is committed to providing comprehensive and reliable student services across Hawai‘i Island. However, services are concentrated on Hilo and West Hawai‘i campuses. Students who live in remote areas must travel long distances to access face-to-face services.

The College has taken a number of steps to support access, including visiting remote areas to make presentations and conduct placement testing, and making materials available online, such as new-student orientation for students other than those attending directly from high school.

Actionable Improvement Plan

In order to serve DE students more effectively, OSS is developing real-time internet-based communications, such as Skype, to deliver orientations and communicate with students.

The College will develop a one-stop online student-services resource for DE students.

B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The OSS provides students with distinct opportunities for developing personal and civic responsibility and engaging in intellectual, aesthetic, and personal growth.

Responsibility and growth are fostered through the Student Life Program, which supports the College’s Chartered Student Organizations (CSOs) and student clubs. Each CSO is responsible for representing the student body and for appropriately spending associated student fees. CSOs include the Associated Students of the University of Hawai‘i–Hawai‘i Community College (ASUH-Hawai‘iCC), which represents all College students. ASUH-Hawai‘iCC is governed by the seven-member Student Government, which represents the entire student body in matters related to student success, needs, and development. Objectives include building awareness of issues and taking action to create a desirable campus environment; advocating at the county, state, and federal levels; and taking part in policy-making related to student services and instruction.

The other College CSO, the Association for Student Activities–Hawai‘i Community College (AFSA-Hawai‘iCC), is governed by the seven-member Student Life Council, or SLiC. SLiC provides an avenue for students to become involved in student-led programs to address social, educational, cultural, and recreational needs.

In addition, the College participates in three CSOs that operate in conjunction with UH Hilo: the Board of Student Publications, which oversees the *Ke Kalahe*a newspaper and the

Kanilehua literary journal; the Board of Media Broadcasting, which oversees the radio station, University Radio Hilo; and the Campus Center Fee Board, which allocates funds to support student engagement in the areas of leadership and development, service learning, and recreation.

College clubs, called Registered Independent Organizations, allow students to have meaningful leadership experiences outside the classroom. Students work with faculty and staff advisors to coordinate activities. The Student Life Program provides support, guidance, and training, and Student Government and SLiC members provide assistance with funding, registration, and operational questions.

The College's long-standing honor society, Phi Theta Kappa, promotes scholarship, leadership, service, and fellowship. Participating students are eligible for scholarships and officer and committee-chair positions, and engage in service-learning, social, and networking activities.

In addition, Hawai'iCC offers service-learning opportunities with established community partners. A service-learning coordinator facilitates projects for students and faculty (143).

To encourage personal financial responsibility, the Financial Aid Office offers a series of life-skills modules for students to complete prior to applying for a loan. Modules include "How Do I Live on a Budget While I'm in School?" and "How Do I Manage My Personal Life While in School?" Students must meet a minimum score to receive loan certification.

Self Evaluation

The College meets this standard. OSS provides many programs and services designed to encourage personal and civic responsibility, as well as opportunities for intellectual, aesthetic, and personal development. Service-learning opportunities should be expanded to allow for more students to take part.

Actionable Improvement Plan

The College will continue to offer opportunities for student involvement that nurtures responsibility and provides intellectual and aesthetic enrichment.

Service-learning opportunities will continue to be developed and will be communicated regularly to students in all disciplines.

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

Descriptive Summary

The Office of Student Services provides counseling and advising designed to serve all current and prospective students, contributing to their development and success. OSS engages in regular evaluation to ensure ongoing program quality.

Skilled counseling professionals are essential to supporting OSS efforts. All counselors have master's degrees and are trained in educational counseling and academic advising. In addition, counselors participate in professional development activities, attending conferences and workshops that have included the annual UH Hilo high-school-counselors' financial aid training, UH System academic-advising workshops, the First Year Experience Conference, and Achieving the Dream conferences.

To prepare faculty and staff for advising activities, each semester, the counseling staff holds an Academic Refresher Advising Workshop. This workshop provides updated information so that academic advising best supports student needs.

In addition to ongoing counseling activities, the Financial Aid Office provides its staff with educational training and professional development in support of effective financial aid advising. Staff members attend semiannual U.S.A. Funds Federal Update Workshops; annual Pacific Financial Aid Association (PACFAA) conferences; annual National Association of Student Financial Aid Administrators (NASFAA) trainings; and participate in ongoing U.S.A. Funds consultant visits, which provide professional-development and customer-service workshops.

OSS regularly assesses the effectiveness of its counseling and advising services, evaluating annual and comprehensive review data, as well as data generated through CCSSE, SENSE, and the Graduating Student's Survey. Office staff meets monthly, with counselors meeting weekly to discuss student support strategies. The counseling chair attends all department-chair meetings and collaborates with instructional faculty.

Self Evaluation

The College meets this standard. Assessment data, discussed in B.1. of this standard, show high levels of student satisfaction with College counseling and advising services.

Actionable Improvement Plan

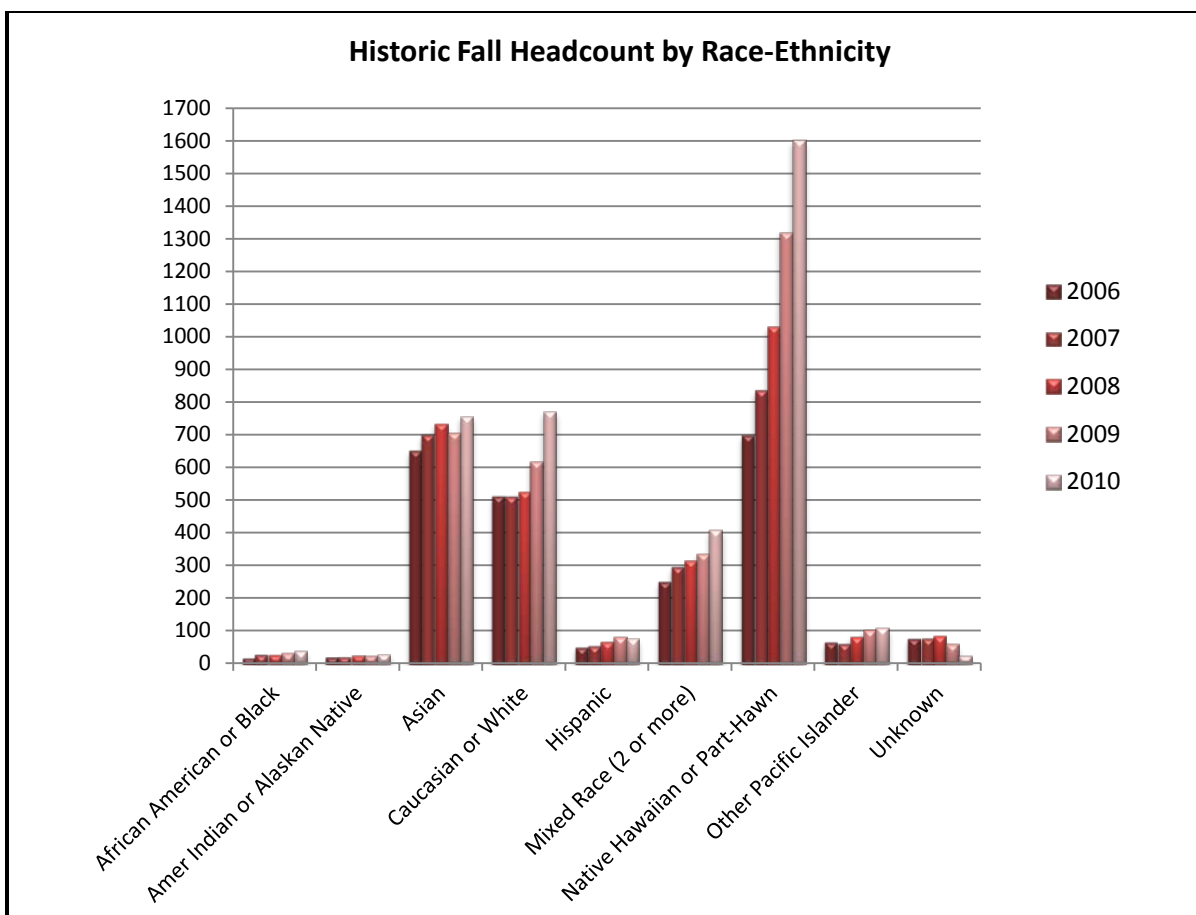
No action is required at this time.

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

Descriptive Summary

Hawai'iCC is proud of its diversity. The College's Institutional Learning Outcomes emphasize the importance of understanding and appreciating diversity: "Our graduates will develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian culture" (15). This commitment is further reflected in outcomes for general education, programs, and courses.

College students come from diverse ethnic backgrounds (Figure 65, see following page), which are celebrated and cultivated.



Note: This graphic is also presented in the Introduction.

Figure 65

In addition, the College welcomes international students, whose numbers range from 50 to 80 each semester. The Intensive English Program (IEP), which enrolls students from all over the world, draws primarily from the Asia-Pacific Rim region. The College provides specific supports for IEP students, including a designated admissions counselor for orientations and ongoing advising.

Aligned with the Strategic Plan ([66](#)) goal to increase international student enrollment by three percent annually, the College has initiated a number of measures to further develop international activities. The College International Education Committee is tasked with increasing international partnerships and developing an office to serve international students and local students seeking study-abroad opportunities, as well as to support faculty exchanges. In 2011, two faculty members participated in international Fulbright scholarships, and one traveled to Honduras to start a study-abroad program.

The College's tradition of multicultural respect and acceptance supports a number of programs, events, and services designed to foster student understanding and appreciation of diversity. The annual International Education Week provides a platform for all students and faculty to share heritage, language, and knowledge through events such as language exchanges, craft workshops, and music and dance performances. Additionally, there are

events and programs such as the E Ola Health and Future Fair, the Earth Day Fair, Ha‘akūmalae (Hawaiian Protocols Program), Black History Month, Filipino-American Heritage Month, and special events to promote cross-cultural understanding. The Kauhale Newsletter (144) documents such activities to share with the College and community. To facilitate language and cultural exchange, the College runs a Conversation Lounge twice weekly, pairing international and domestic students.

The College’s commitment to diversity can also be seen in its eateries: The cafeteria offers entrees from different cultures every week, and restaurants run by culinary-arts students at the Hilo and Kona campuses feature specials from around the world.

Self Evaluation

The College meets this standard. Through a variety of initiatives, Hawai‘iCC celebrates diversity and encourages students, faculty, and staff to take part in associated campus events, programs, and services.

College efforts are reflected in data from the 2010 CCSSE: In response to whether the College emphasizes “contact among students from different economic, social, and racial or ethnic backgrounds,” on a scale of one to four, with four representing strong agreement, the benchmark mean for the College was 2.93, compared to 2.47 for colleges of similar size.

Actionable Improvement Plan

The College will establish an International Office to support international students, promote study abroad, and facilitate student and faculty exchanges.

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

Descriptive Summary

The College follows UH System requirements regarding admissions and placement and participates in efforts to validate effectiveness and minimize bias.

The ACT COMPASS (145) is the mandatory UHCC System placement tool, which Hawai‘iCC uses, following System-wide testing policies, cutoff scores, and procedures. The College makes information about COMPASS available at its testing centers and on their associated webpages (32) (33).

The College participates in the UHCC System COMPASS Task Force and in the Advisory Committee, which evaluate practices and determine policies and procedures to validate placement-test effectiveness and minimize bias.

Self Evaluation

The College meets this standard. Through the UH System Task Force and the COMPASS Advisory Committee, the College takes part in regular assessment of COMPASS as a placement instrument.

Actionable Improvement Plan

No action is required at this time.

B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College collects and maintains student records both in paper-based format and electronically in Banner, the UH System's computerized database. The College ensures that all activities are in compliance with federal Title IV regulations, including properly maintaining financial aid files and completing required annual surveys for the financial aid, admissions, and records offices.

Student financial aid information is released in accordance with federal Title IV regulations and the Family and Educational Rights and Privacy Act (FERPA), which is published in the College catalog. Offices that house sensitive student information have established procedures by which students may authorize access to third parties. These procedures include the use of an Authorization of Disclosure Form, available online and in person (146). To ensure ongoing confidentiality, students are required to update forms annually.

In addition, the College is in compliance with the UH System Security and Protection of Sensitive Information policy, E2.214 (147), which provides the framework for specific practices and procedures associated with systems and files that contain confidential information.

Self Evaluation

The College meets this standard.

Paper records are maintained for at least five years after a student ceases enrollment at the institution in order to meet federal regulatory compliance. Files that no longer have to be maintained are shredded before disposal.

Student financial aid information is released according to FERPA and federal Title IV regulations. The office has an Authorization of Disclosure form which students may submit if they wish any other individual to have access to information. This form must be updated annually by the student.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

The Office of Student Services participates in the College's annual and comprehensive five-year review processes. Annual and comprehensive reviews are posted on the College's program and unit review webpage (73). In alignment with the College's requirements, OSS and its associated offices have identified unit outcomes and assessment plans and integrate results into reviews.

OSS uses reviews and assessment data as the basis for making improvements. For example, the counseling office, in its 2011 Comprehensive Unit Review (148), reported that assessment showed a drop in the rate of orientation attendance. In response, the office established mandatory in-person orientation sessions for area high school students. Similarly, based on the Admissions and Registration Comprehensive Unit Review in 2010 (149), the admissions office instituted a number of practices. For example, to prevent incomplete applications, the office developed a checklist for students, and the Information Center revised the application packet to clarify both the process and campus resources. The office also has provided additional outreach regarding online registration, which has supported student ability to independently register.

OSS uses ongoing evaluations to focus on the office's contribution to the achievement of student learning outcomes, and the office holds monthly meetings to discuss how to improve services.

Self Evaluation

The College meets this standard. OSS engages in ongoing annual and comprehensive reviews, which incorporate assessment data. The office regularly evaluates reviews and data to make improvements.

Actionable Improvement Plan

The Office of Student Services will continue to carry out unit assessment plans to ensure continuous improvement.

C. Library and Learning Support Services

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

Overview

The College provides the following library and learning support services for instructional programs and intellectual, aesthetic, and cultural activities:

- the Edwin H. Mookini Library in Hilo
- The Learning Center (TLC) and the Hale Kea Advancement and Testing Center (HKATC) in Hilo
- the Library and Learning Center of the UH Center, West Hawai'i

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

The College presents an in-depth description and evaluation of this standard in subsections a. through e.

C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The Edwin H. Mookini Library

The Edwin H. Mookini Library (30) serves UH Hilo and Hawai'iCC, with the primary mission of supporting the academic programs of both institutions. The library also supports academic collaboration and addresses UH System information needs. The library provides resources in print and alternative formats that supplement classroom instruction and support individual research and exploration.

The library houses the following resources on three floors:

- 235,000 monograph volumes
- 85,000 microform pieces
- 11,000 audiovisual items

- 476 current print serials
- course reserves with materials contributed by instructors
- a special Hawaiian Collection with access to Hawaiian monographs, maps, and Hawaiian language newspapers on microfilm
- 100 computers with access to the internet and Microsoft Office 2010
- 2 scanners
- 4 televisions with 2 DVD players and 2 VCRs
- an accessible PC in the Reference Area loaded with Jaws and Zoomtext
- a video magnifier (Optelec) on an adjustable table
- an electronic classroom used for library instruction, with an instructor's computer, a projector, and 27 PCs
- 9 study rooms located throughout the second and third floors of the library
- 3 copy machines
- 3 microform reader-printers
- an ATM machine

In addition, the library engages in the following activities:

- monitoring, anticipating, and responding to changing academic needs
- offering a library-instruction program with the goal of promoting information literacy, leading to lifelong learning and self-empowerment
- providing technology to enhance access to library services and collections
- creating an environment that is conducive to the study, use, circulation, and preservation of resources

The library consists of five main units: Access Services, Public Services, Library Administration, Library Systems, and Technical Services. The library has ten full-time librarians and 17 paraprofessional staff members. One librarian is assigned as the Hawai'i Community College liaison, focusing specifically on College needs. The Hawai'iCC librarian communicates with faculty to ensure there are materials to support the curriculum, soliciting suggestions for resources, and gathering feedback regarding subscription decisions. The Hawai'iCC librarian regularly attends College academic-support meetings and is notified of new programs. She also acts as one of the library's subject liaisons responsible for selecting and purchasing library materials to support specific academic programs ([150](#)).

To fully support instructional needs, the library has added more than 30 computers for student use, providing computer access on all floors. Three pay-print stations were added to new computer areas for student convenience. Public computers, which students can use to look up call numbers without having to log in, are also located on all floors.

To assess offerings and make improvements, the library solicits information about student library needs by meeting with College stakeholders. New program coordinators are encouraged to consult with the Hawai'iCC librarian about the potential need for library resources. The Hawai'iCC librarian attends bimonthly academic-support meetings with the VCAA. In 2010, the library reinstated the Library Advisory Council (LAC), which meets

once a semester. Hawai'iCC has one faculty representative and one student representative on the LAC, which provides input on the addition of library resources and services.

The Learning Center and the Hale Kea Advancement and Testing Center

The Learning Center (TLC) (31) and the Hale Kea Advancement and Testing Center (HKATC) (32) are committed to the College's mission to promote student learning by providing services "that support and enhance academic development for the College community. These services focus on academic support for an 'open door' institution, providing initial student assessment, access to technology, support for successful learning, and testing services" (151). The Learning Center provides academic support services for the College and UH Hilo. A full-time coordinator oversees services, assisted by an office manager. Faculty coordinators, assisted by a full-time educational specialist, provide oversight for English, math, and ESL services, supervising and training tutors and managing resource materials. TLC employs approximately 21 students as part-time tutors and office clerks. TLC provides tutors with training and resources that include a Tutor Handbook (152) and specialized manuals. In addition, tutors are strongly encouraged to participate in College Reading and Learning Association instruction, which leads to certification (153).

TLC provides the following services and resources:

- tutoring in reading, writing, ESL, math, and learning skills, such as study strategies and time management
- computers and support with technology
- instructional materials
- a multimedia classroom
- make-up testing

The Hale Kea Advancement and Testing Center provides testing services, coordinates the use of an electronic classroom, and provides an independent study center with computers. The center has two full-time staff, two to four student clerks each semester, and math and writing tutors.

HKATC services and resources include the following:

- testing services, including placement testing and proctoring for distance-education, make-up, and special-needs tests
- computers
- tutoring
- instructional materials
- an electronic classroom for instructional and College use

HKATC's testing environment is secure and has resources for paper-and-pencil as well as online testing. There is high demand for testing, including placement, make-up, special needs, and proctored distance-education exams. HKATC tutors are given orientation and training at TLC. Faculty provides textbooks to support tutoring.

TLC and HKATC, with the input of faculty coordinators, acquire relevant materials to support academic instruction. For example, TLC's reading and ESL labs provide self-access programs: The reading lab offers sequenced reading materials that coordinate with developmental reading courses through an in-house program titled the Alternative Instructional Management System (AIMS); similarly, the ESL lab provides an in-house program titled the Prescription System, which focuses on grammar and writing development.

TLC and HKATC support College efforts to use technology in learning by providing internet-accessible computers, available for individual and class use. TLC resources include links to instructional software programs such as Pearson Longman's My Reading Lab (154) or LILO (Learning Information Literacy Online) (155). TLC provides a multimedia classroom that can be scheduled for orientations, presentations, and instruction. The classroom is equipped with a SmartBoard, a projection unit, and a computer. HKATC also has an electronic classroom that includes videoconference capability. Staff is available to assist students and faculty who use educational technology.

TLC and HKATC are wheelchair accessible and offer computer stations that accommodate wheelchairs. TLC offers the Kurzweil Reader, assistive software for students with reading disabilities.

Library and Learning Center (LLC) of the UH Center, West Hawai'i (UHCWH)

The LLC supports all Hawai'i Community College students taking classes in West Hawai'i, as well as local students taking classes through distance education from other UH System community colleges and universities (156).

The LLC provides library, testing, and tutoring support, offering these resources and services:

- 18 student computer workstations, one with ADA-related software, including the Kurzweil Reader and Dragon Naturally Speaking
- 2 printers and a scanner
- a media playback station
- a public photocopier
- instructional materials placed on course reserve
- more than 6,000 circulating books, video cassettes, and DVDs
- tutoring
- testing services

LLC staff includes a faculty librarian and a library assistant, as well as student assistants and peer tutors.

General library use and information literacy instruction are available on demand and are also scheduled for individual classes. Staff and student assistants offer help on how to use the College online information system, which includes campus email, class registration, transcript records, and the internet-based class-management system. Staff also assists students with general computer-literacy needs.

Library staff adds to the collection based on input from instructors and students. In addition to the LCC's immediate collection, the library provides access to all electronic resources available through Mookini Library, which students can access at the LCC and from home. Students also have access to all circulating materials in the UH System through the UH Intrasystem Loan system.

LLC staff administers the COMPASS placement test and oversees the College's mobile COMPASS testing program, which offers testing to high school students island wide. LLC staff also proctors tests for on-site and distance-education classes.

LLC offers peer tutoring in writing and math. Student tutors are trained by English and math instructors.

The center runs a computer lab offering 12 student workstations and videoconferencing capability. The lab is used for videoconference classes, class instruction, and general use.

Self Evaluation

The College partially meets this standard. Guided by the expertise of faculty and learning support professionals, Mookini Library, TLC, and HKATC provide appropriate, effective materials and equipment to support instruction and the College's mission.

In addition, LLC ensures access to a wide range of materials. Student response to the center's annual user satisfaction survey shows ongoing satisfaction, with negative responses consistently falling below ten percent (Figure 66) ([157](#)).

| LLC Annual User Satisfaction Survey Results: 2009-2011* | | | |
|---|-----|----|-----|
| (n=305 Responses) | | | |
| Item | Yes | No | N/A |
| I usually find enough books to meet my course needs. | 69% | 8% | 23% |
| I get enough articles from the library databases to meet my class needs. | 70% | 6% | 24% |
| The library staff guides me to resources I can use. | 91% | 0% | 9% |
| The library's instruction sessions have increased my understanding of libraries and research. | 69% | 3% | 29% |
| The library website is useful. | 87% | 2% | 11% |
| The library's computers meet my needs. | 91% | 5% | 4% |
| I feel comfortable being in the library. | 96% | 1% | 3% |

*Source links for annual survey results are as follows: 2009: [158](#); 2010: [159](#); 2011: [160](#)

Figure 66

However, at the LLC, student and faculty access to equipment is limited by space constraints. Space limitations can negatively affect the testing environment, as testers may be impacted by noise from those doing routine class work. In addition, growing enrollment and number of class sections have resulted in the computer lab increasingly being scheduled for regular class use, limiting student access, as well as availability to instructors for special presentations and projects.

Actionable Improvement Plan

The College, in coordination with the UH System, will move forward with the Pāalamanui project, developing a new campus in West Hawai‘i that will adequately support space and equipment needs for library and learning support services.

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

Descriptive Summary

The College is committed to providing library and learning support instruction that foster the development of information competency.

The Edwin H. Mookini Library

The goal of library instruction is to enable students in undergraduate, vocational, remedial, ESL, and graduate programs to become information-literate, self-directed learners. The library collaborates with faculty to provide a range of student learning experiences that promote the College’s general education learning outcome for information competency, which states that students will be able to retrieve, evaluate, and utilize information. The library has associated outcomes, developed in alignment with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education ([161](#)) and the common UHCC System library outcome, which states that “the student will evaluate information and its sources critically.”

The library offers instruction to all College classes. Library instruction includes tours, demonstrations, and hands-on use of library materials to develop information-literacy skills. At the start of each semester, the Hawai‘iCC librarian sends an email invitation to instructors to schedule class visits, which can range from a basic introduction of library services to research for a specific assignment. Information about library visits and the request form are available on the library instruction homepage ([162](#)).

Library instruction promotes student understanding of the following areas:

- the value of information
- how information is created and organized
- the role of libraries in providing information
- the ethical use of information
- the value of reading

As a result of library instruction, students are expected to demonstrate proficiency in the following activities:

- identifying the scope of information needed to solve a problem
- developing a search strategy to find information using appropriate resources and tools
- accessing and retrieving information efficiently and effectively
- evaluating information sources for appropriateness

Library instruction has reached a significant number of students, with a notable increase occurring between 2008 and 2011 (Figure 67).

| Mookini Library Instruction Sessions: 2006-2011 | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Measure | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Number of sessions | 90 | 85 | 80 | 98 | 115 |
| Number of participants | 1069 | 1065 | 1025 | 1308 | 1658 |

Figure 67

To further support student ability to develop information competency, the library offers the Book-a-Librarian program, which provides one-on-one sessions with a librarian. Students can request an appointment at the library's information desk or by filling out the online form (163). In addition, the library provides Learning Information Literacy Online (LILO) (155), an online tutorial maintained by the UH Information Literacy Committee. The LILO tutorial features an online journal where students record answers to questions related to the research process. The program includes a rubric that corresponds with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (161). Librarians can use LILO to assess student understanding of information literacy.

To provide effective library instruction, in fall 2009, the library began using survey-response "clickers" to engage students during their visits, enabling instructors to question students about previous research experience and reinforce instructional topics in an inclusive manner supporting full-group involvement. The equipment's software features the ability to save responses, providing ongoing data about student capabilities and needs.

The Learning Center and the Hale Kea Advancement and Testing Center

TLC and HKATC are staffed with faculty, tutors, and educational specialists to assist students and instructors. Center faculty and staff provide instruction and support with equipment and services, in particular offering assistance to those who are unfamiliar with computer-based resources and, as a result, supporting essential technology skills needed for information retrieval.

UHCWH Library and Learning Center

The LLC provides on-demand instruction in the use of information resources and general information literacy, which accords with the Library Support Services Annual Unit Review (160) goal “to provide services and resources to help students succeed in their classes. The Library and Learning Center is an environment that encourages active but independent learning. The staff seeks to personalize instruction while helping students build confidence and insight into their own learning experience.”

Formal library-use and information-literacy sessions are also offered, with a significant increase in the number of students served since 2006 (Figure 68).

| LLC Library Instruction Sessions: 2006-2011 | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Measure | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Number of sessions | 7 | 8 | 10 | 13 | 16 |
| Number of participants | 78 | 94 | 160 | 187 | 216 |

Figure 68

Self Evaluation

The College meets this standard. Libraries at the Hilo and West Hawai‘i campuses provide ongoing instruction so that students can develop skills in information competency, with an increasing number of students being reached.

Mookini Library regularly surveys faculty and students to assess effectiveness, with all faculty and most students responding that library instruction contributes to overall information literacy. The library reports these results in its annual review (160). In addition, to evaluate the library’s Laulima instruction program provided to some of the College’s English composition classes, the library administers pre- and post-tests. These show an average score increase of 15 to 20 percent.

Each semester, librarians meet to review assessment results, including surveys and test scores. Based on reviews, librarians identify trends and improve library-instruction materials. For example, when reviews showed that students were struggling with applying Boolean logic in searching for sources, librarians revised research sessions to provide more instruction in this area. Likewise, librarians have revised online library-instruction materials to reflect changes in information technology, such as the growing availability of e-books and the increased need for online literacy.

Related to information-competency support provided by TLC and HKATC, the most recent survey on user satisfaction, conducted in fall 2010, shows that 86 percent of students agree or strongly agree with the statement, “TLC helps build learner independence” and 100 percent rate HKATC services as satisfactory (151).

Similarly, survey results for LLC services are positive. The significant increase in scheduled library instruction provides evidence that the center is addressing the goal of helping students develop information competency. Student responses to the LLC survey provide evidence of the effectiveness of such instruction (Figure 69).

| LLC Annual User Satisfaction Survey Results: 2009-2011* | | | |
|---|-----|----|-----|
| Item: The library's instruction sessions have increased my understanding of libraries and research. | Yes | No | N/A |
| 2009: 111 Responses | 64% | 5% | 32% |
| 2010: 115 Responses | 72% | 3% | 25% |
| 2011: 79 Responses | 71% | 0% | 29% |

*Source links for annual survey results are as follows: 2009: [158](#); 2010: [159](#); 2011: [160](#)

Figure 69

Actionable Improvement Plan

Mookini Library will increase outreach to provide additional information about library services that faculty can share with students and increase awareness of the Book-a-Librarian program.

The LLC will adapt online library instruction materials used by Mookini Library for use with West Hawai'i instructors and students.

C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The College takes steps to ensure adequate access to library and learning support services for all students, regardless of location or delivery means.

The Edwin H. Mookini Library

The library provides equitable services for all students without regard to location. For students, the library accepts any government-issued picture ID to register and check out materials. All students can register for online library access. The library does not distinguish between Hawai'iCC and UH Hilo students when providing any library services.

The library's hours of operation are posted at the library entrance. This information is available at the Circulation Desk and Information Desk and can be accessed online ([164](#)). Research assistance is available in person at the Information Desk and by telephone, and can be scheduled by email ([163](#)). Reference hours are posted at the Information Desk and on the library calendar.

On-campus library access includes use of circulating books and other materials, use of print periodicals and reference materials, course-reserve materials, reference assistance, library instruction, internet-accessible computers, and study rooms. The library accommodates patrons with disabilities, which is noted on the website ([165](#)).

Mookini Library offers extensive distance access to library materials, providing a distance-learning librarian who supports students and instructors and maintains the library's distance-learning webpage ([166](#)). The library has used different methods, including Adobe Connect, Elluminate, and Skype, to provide library instruction to distance-education students.

In addition to support for DE students, the library provides online access for all students, available through the library homepage ([30](#)). To gain distance access, students validate their ID numbers with the library's Circulation Department, which can be done in person or online ([167](#)). The library provides 24-hour remote access to online books, periodical articles, and reference materials. College students, faculty, and staff have distance access to most full-text databases, with limitations only in place to support UH Hilo-specific license agreements. In addition to online access to library materials, students may request articles not available in full-text through the UH Mānoa Hamilton Library, which provides pdf files to distance users.

In addition to Mookini Library materials, students, faculty, and staff can borrow books from any UH library at no cost. For a small fee, students can request items through interlibrary loan from non-UH libraries ([168](#)). In special circumstances, the library will ship books to distance-learning students and faculty. Information about this service is detailed on the library distance-learning webpage ([166](#)).

The Learning Center and the Hale Kea Advancement and Testing Center

TLC and HKATC webpages list hours of operation and provide access to materials, resources, and tutor schedules for each center's service areas, including the Learning Skill and Content Area Lab ([169](#)), the ESL Online Lab HomePage ([170](#)), the Online Math Lab ([171](#)), the Reading Lab ([172](#)), and the Writing Desk ([173](#)).

To support distance-education access to tutoring, the College offers the 24-hour online tutoring service Smarthinking ([34](#)). Students may connect to live educators from any internet-accessible computer. Students can work one-on-one, in real time with a tutor, communicating using virtual whiteboard technology.

UHCWH Library and Learning Center

In West Hawai'i, library services are available both on-site and through distance access. The library's hours are posted online. If users cannot come to the campus, library staff can be reached by phone, fax, or email. Distance users can initiate their own intrasystem loans, but must come to the library to pick up and return materials.

In addition to providing on-site tutoring for writing and math, students also have online access to tutors through Smarthinking ([34](#)).

Self Evaluation

The College meets this standard. Its various libraries and learning support centers—including Mookini Library, the Learning Center, the Hale Kea Advancement and Testing Center, and the UHCWH Library and Learning Center—have a wide range of services and options to support all learners, regardless of location or delivery means.

Actionable Improvement Plan

The College's librarians, the distance-learning coordinator, and the distance-learning librarian will collaborate to work with DE instructors to encourage inclusion of library activities in instruction.

The College will track the use of online and on-demand tutoring options and evaluate their effectiveness in helping students succeed.

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

The College has processes in place to ensure effective maintenance and security for its library and learning support services.

The Edwin H. Mookini Library

Mookini Library provides regular facility maintenance, with staff members performing day-to-day upkeep of library equipment and materials, UH Hilo Academic Computing Services providing computer maintenance, and UH Hilo Auxiliary Services providing janitorial services and security. Security is enhanced through cameras that monitor main areas of the building and a security gate to prevent theft.

Recent upgrades to the facility include a multi-year renovation, completed in 2008, that provided new floor tiles and carpet, structural repairs, and an air conditioning upgrade. An updated fire-alarm system was completed in 2010.

The Learning Center and the Hale Kea Advancement and Testing Center

UH Hilo's Auxiliary Services personnel and the College's planning, operations, and maintenance staff provide maintenance and security for TLC and HKATC. The custodial staff cleans facilities daily. The College Academic Computing Unit addresses computer issues.

UHCWH Library and Learning Center

The West Hawai'i center leases buildings, with owners responsible for general upkeep. The College employs a janitor for daily cleaning and minor interior maintenance. The College Academic Computing Unit maintains computer equipment. The center contracts a private security company to provide security during regular operating hours and class sessions.

Self Evaluation

The College meets this standard. College libraries and learning support facilities are well maintained, clean, and secure.

Actionable Improvement Plan

No action is required at this time.

C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

In 2006, the College and UH Hilo entered into a Memorandum of Understanding (MOU) for ongoing library services. Mookini Library is legislatively mandated to provide library services for the College. The MOU sets College library funding amounts for shared resources and services. In addition to the holdings listed in C.1.a., the MOU provides for College access to the following resources and library services:

- specified databases, including EBSCO
- the library system's bibliographic manager
- travel funds to send the Hawai'iCC librarian to the UH Libraries Information Literacy Committee meetings on O'ahu
- Hawai'i Interactive Television System (HITS) classrooms
- salaries for the Hawai'iCC librarian and a library technician position

In addition, the College participates in the UHCC agreement with the UH Mānoa Hamilton Library that grants access to Voyager, the integrated management system providing library access System wide.

The College's learning centers participate in the UH System Distance Education Proctoring Agreement ([174](#)), which specifies proctoring requirements ([175](#)).

Self Evaluation

The College meets this standard. Library services are formally identified in the MOU between the College and UH Hilo. Learning centers administer proctored exams in compliance with the UH System agreement.

The College evaluates library services on an ongoing basis, with annual reviews documenting and assessing services. Librarians and the College VCAA meet annually to discuss evaluations and address student needs.

In addition, the College's faculty librarian represents the College on UH System library boards and committees.

Actionable Improvement Plan

College representatives will meet with UH Hilo administrators to update the Memorandum of Understanding as needed.

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

Descriptive Summary

The College engages in ongoing assessment practices to evaluate library and learning support services and make improvements to ensure that services contribute to the achievement of student learning outcomes.

The Edwin H. Mookini Library

Hawai'iCC evaluates library services through annual and five-year comprehensive reviews and yearly surveys. As noted in section C.1.b. of this standard, the library has developed learning outcomes that align with ACRL Information Literacy Competency Standards for Higher Education and the UHCC Common Student Learning Outcomes, which include that "the student will evaluate information and its sources critically." Reviews, submitted by the Hawai'iCC librarian, assess services and include results of the annual library survey, which is linked to the UHCC learning outcome for information competency.

The library also annually surveys faculty whose classes have participated in library instruction, soliciting evaluations and feedback regarding the impact of such instruction on associated class assignments. In addition to surveys administered by the library, the College's 2012 *Faculty, Staff, Administrators Annual Survey* included a question on the availability of library resources.

The Learning Center and the Hale Kea Advancement and Testing Center

TLC and HKATC provide ongoing evaluation of learning support services to assure adequacy in meeting student needs and contributing to achievement of learning outcomes. These evaluations are used to improve services offered.

TLC and HKATC units use the following evaluation processes:

- annual and comprehensive reviews
- outcome assessment
- surveys, including annual surveys of faculty, staff, and students; and the Community College Survey of Student Engagement (CCSSE)

TLC and HKATC take part in the College's annual (151) and comprehensive review (176) processes. Common data elements include demand, efficiency, effectiveness, and analysis of

student learning outcomes. Based on unit reviews, the centers set goals, develop action plans, and make budget requests.

The following TLC student learning outcomes were established in 2009:

- Students will pass their tutored course at the same rate as or higher than non-tutored students.
- Students will re-enroll (persist) at the same rate as or higher than non-tutored students.

The center has run two cycles of outcome assessment.

HKATC program reviews include the following five common System-wide survey questions to assess the effectiveness of testing services:

1. The Testing Center staff is friendly and helpful.
2. The hours at the Testing Center meet my needs.
3. The atmosphere at the Testing Center is conducive to testing.
4. The services at the Testing Center are satisfactory.
5. My test was administered in a timely and efficient manner.

In addition to reviews and outcome assessments, TLC and HKATC use survey feedback. Both centers annually survey faculty, staff, and students to evaluate services and equipment needs and to make improvements. The centers also rely on CCSSE data to assess the effectiveness of tutoring and lab services in terms of frequency, satisfaction, and importance.

Based on evaluations, the College has made improvements to meet student needs. In response to the centers' 2008-2009 program review, which reported high demand for testing services, a full-time position was established to provide support. Likewise, the College responded to HKATC student evaluations that indicated the need for additional printers and Saturday testing options. In response to Student Government requests, the College scheduled additional tutors at HKATC starting in 2010.

Moreover, as a result of the evaluations and feedback, TLC materials and support have been updated and expanded:

- In 2008, ESL self-access materials were updated.
- In 2010, reading self-access materials were updated.
- In 2011, writing support was expanded to provide students with a "questions-by-email" option for contacting writing tutors.

UHCWH Library and Learning Center

The LLC administers an annual user satisfaction survey to evaluate the effectiveness of library and learning support services. This survey, discussed in C.1.a. of this standard, includes prompts related to the adequacy of materials and equipment, and the effectiveness of support staff. In addition, the College relies on data from the annual common UHCC user survey to evaluate LLC services.

Self Evaluation

The College partially meets this standard. While there are ongoing efforts to gather data that are used for evaluation and improvements, the College must take steps to make data collection more comprehensive and to target assessment more directly on achievement of student learning outcomes.

In the Mookini Library 2010 faculty/staff survey, 73 percent of respondents agree or strongly agree that the library provides adequate resources for student needs. The common library survey results reported in the 2010 annual unit review show that most students agree that the library has enough resources to meet their needs. However, these survey results are limited, including only on-site students. The library is in the process of expanding data, using LibQUAL, an online survey conducted by the Association of Research Libraries, to gauge student, faculty, and staff perceptions of library resources (177). The first LibQual survey was administered in fall 2011.

In addition, to fully assess both libraries' services, the College needs to find additional evaluation tools for measuring the contribution to the achievement of student learning outcomes. While the library-instruction faculty survey has shown that most instructors agree that library sessions improve the quality of the student work, more direct methods of evaluation should be explored.

The Learning Center and the Hale Kea Advancement and Testing Center effectively use unit reviews and surveys to evaluate services and make the necessary changes to meet identified student needs.

TLC reviews show that center services contribute to achievement of student learning outcomes, linking center tutoring with persistence and pass rates. For the 2009 to 2010 academic year (178), 78 percent of students who received tutoring re-enrolled versus 67 percent of those who did not receive tutoring. Results for the same time period show higher pass rates, on average, for students who participated in tutoring, with pass rates increasing as the number of tutoring sessions attended increased: Overall, non-tutored students had a 49 percent passing rate; students tutored at least once or more had a pass rate of 66 percent; and students tutored at least five times had a 75 percent pass rate.

In addition, student evaluations present evidence that TLC and HKATC provide services to meet learner needs. Survey reports from the 2011 unit review for TLC and HKATC show that 97 percent of students agree that HKATC meets their testing needs and 97 percent rate TLC services as "good" or "excellent" (151).

In regard to CCSSE data, for measures related to tutoring and labs, the College, on average, shows similar results to those across the UH System and nation (Figure 70, see following page). To increase access to tutoring, the College now offers online tutoring through Smarthinking.

| 2010 CCSSE Results* Learning Support Services | | | |
|--|------------------|-----------------------|--------------------|
| Item: Peer or other tutoring | Hawai'iCC | Hawai'i Cohort | 2010 Cohort |
| Frequency | 1.47 | 1.48 | 1.46 |
| Satisfaction | 2.09 | 2.22 | 2.16 |
| Importance | 2.24 | 2.21 | 2.11 |
| *Average score (1=Rarely/Never, 2=Sometimes, 3=Often) | | | |
| Item: Skills Labs (writing, math, etc.) | Hawai'iCC | Hawai'i Cohort | 2010 Cohort |
| Frequency | 1.74 | 1.65 | 1.71 |
| Satisfaction | 2.22 | 2.23 | 2.26 |
| Importance | 2.35 | 2.26 | 2.20 |
| *Average score (1=Not at all, 2=Somewhat, 3=Very) | | | |
| Item: Computer Lab | Hawai'iCC | Hawai'i Cohort | 2010 Cohort |
| Frequency | 1.96 | 1.98 | 2.10 |
| Satisfaction | 2.43 | 2.44 | 2.49 |
| Importance | 2.42 | 2.46 | 2.46 |
| *Average score (1=Not at all, 2=Somewhat, 3=Very) | | | |

Figure 70

Actionable Improvement Plan

The College will expand library survey distribution to include more students.

The College will explore additional means of library assessment to more directly measure impact on achieving student learning outcomes.

Standard III: Resources

A. Human Resources

B. Physical Resources

C. Technology Resources

D. Financial Resources



Machine, Welding, and Industrial Mechanics Technologies Students

Standard III: Resources

The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systemically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

In order to support and satisfy Hawai'iCC's programmatic needs, positions are established with specific minimum qualifications, adhering to applicable State of Hawai'i, University of Hawai'i, and civil service policies and procedures.

There are four different types of positions: (1) executive/manager (E/M), which includes the chancellor, vice chancellors, deans, and directors; (2) faculty; (3) administrative/professional/technical (APT); and (4) civil service. Procedures to establish minimum qualifications vary by position type. The UHCC System reviews and approves minimum qualifications for executive positions. The College establishes minimum qualifications for faculty in accord with the UH System. The College sets minimum APT position qualifications in consultation with the appropriate supervisor, dean, or administrator and the human resources office, following the System's APT Broadband Classification and Compensation System. Clerical and custodial civil service position qualifications are established at the state level through the Department of Human Resource Development.

Hawai'iCC's hiring process follows specific steps to ensure that minimum qualifications are met by those hired.

Self Evaluation

The College meets this standard. Hawai'iCC assures the integrity and quality of its programs and services by establishing positions with minimum qualifications to ensure that programmatic needs are met and by following a stringent hiring process.

Actionable Improvement Plan

The College will continue to adhere to existing policies and procedures.

A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College advertises positions following UH policies and procedures, Equal Employment Opportunity/Affirmative Action (EEO/AA) guidelines, and collective bargaining agreements. The College advertises locally and globally to encourage a diverse applicant pool and equitable treatment for all applicants, following UH Administrative Policy A9.540, Recruitment and Selection of Faculty and APT Personnel (179). The College posts openings on the University of Hawai‘i Work at UH website (180), in the *Star Advertiser* newspaper for statewide distribution, and in the *Hawai‘i Tribune-Herald* and *West Hawai‘i Today* newspapers for local distribution.

The College’s civil service recruitment process follows the rules and regulations of the State Department of Human Resource Development. Job announcements for civil service positions are published on the UH Office of Human Resources website.

Hawai‘iCC’s hiring process follows specific steps to ensure that minimum qualifications are met. Administrators and the EEO/AA coordinator provide oversight to ensure equitable, diverse representation on screening committees, which may include executive, faculty, staff, community, and student representatives. The screening committee follows College and UH System hiring procedures and meets with the associated administrator and EEO/AA coordinator to review hiring procedures to certify that the screening process is fair and that applicants are qualified.

Under the oversight of the EEO/AA coordinator, the screening committee determines how to rate and evaluate applicants. The EEO/AA coordinator approves screening criteria before the committee begins its review of applicants, which promotes equitable treatment of all applicants. The EEO/AA coordinator also provides oversight and approval to ensure that candidates meet all minimum requirements before they continue to the next phase in the screening process, which may include interviews, teaching demonstrations, sample lessons, and role playing to evaluate subject-area knowledge and teaching effectiveness. Following its approved evaluation process, the screening committee identifies and evaluates top candidates, forwarding evaluations of strengths and weaknesses to the appropriate supervisor or administrator, who then conducts his or her own assessment of the candidates. The supervisor or administrator contacts references and verifies the applicant’s qualifications. A degree from a non-U.S. institution is recognized if it is determined to be equivalent to one offered through UH Mānoa. Supervisors and administrators forward their recommendations to the chancellor, who is responsible for making the final selection.

Self Evaluation

The College meets this standard. Hawai'iCC has a defined hiring process to select qualified personnel. Many faculty and staff members have backgrounds that exceed the minimum qualifications for their positions. All College faculty and staff are listed in the College catalog, along with credentials, including degrees attained.

Actionable Improvement Plan

No action is required at this time.

A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systemically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

To assure the continuous effectiveness of its existing human resources, Hawai'iCC follows the University of Hawai'i's evaluation procedures for all executive/managerial, faculty, APT, and civil service employees. Expected and actual performance measures are addressed during evaluations, providing supervisors and employees the opportunity to review and discuss effectiveness. This benefits supervisors, employees, and the College.

Pursuant to Board of Regents (BOR) Policy, Chapter 9, Section 9-12, "Every appointee to an executive or managerial position shall be evaluated for performance and accomplishments annually during the March-June period according to criteria and procedures established by the president, which shall include performance categories as well as criteria upon which executive and managerial appointees are to be evaluated. Such evaluation shall include a review of the position description and classification assignment of the position to which the individual has been appointed. The results of the evaluation shall be the basis for reappointment as appropriate and for consideration of salary adjustments and performance incentive awards. Performance incentive awards are to be paid as lump sum bonuses based on the evaluated performance for the immediately completed fiscal year, without increasing the base salary of the employee" (26).

The chancellor and managers are required annually to meet with subordinate personnel to discuss accomplishments and goals. The chancellor may use the UH System's *360 Assessment Online Evaluation* tool to evaluate executive personnel. This evaluation consists of anonymous feedback of peers and subordinates selected by the participating administrator. Results are sent to the chancellor and the UH president.

BOR Policy, Chapter 9, Section 9-15, Evaluation of BOR Appointees (26), requires "evaluation of every faculty member at least once every five years, and may provide for exempting faculty who have undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period." Probationary and nonprobationary faculty conduct extensive self evaluation following the *Community*

College's Contract Renewal Suggested Guidelines (181) and *Guidelines for Tenure and Promotion (182)*. Each faculty member must submit dossiers at regular and defined intervals, prescribed in the *UH-UHPA Agreement 2009-2015, Article XII Tenure and Service (27)*. Dossiers analyze performance, student and peer feedback, job duties, and participation in the College and community. Tenured faculty is required to submit a post-tenure review document every five years.

The College requires all nontenured instructors to participate in the student course-evaluation process, using the online evaluation instrument eCAFE (123). Faculty is advised to include eCAFE results in contract renewal, tenure, and promotion documents as part of an analysis of teaching effectiveness. Tenured faculty is also encouraged to participate in eCAFE.

The College also requires all nontenured instructors to participate in regular peer evaluations (122), with nontenured faculty evaluated twice a semester and lecturer evaluations required based on length of service. Tenured instructors are encouraged to participate in peer review.

Supervisors are expected to evaluate APT personnel annually using the online *Performance Evaluation System*, which follows the requirements of the UH System's *Performance Evaluation of Administrative, Professional, and Technical (APT) Personnel (183)*. Annually, employees and supervisors may go online to specify goals and complete annual evaluations for the period of November 1 through October 31.

The College's civil service evaluation procedures follow the *State of Hawai'i Performance Appraisal System (184)*. Supervisors are expected to institute an annual process that includes performance planning, observations, monitoring, and coaching, and closes with a year-end conference to review performance and establish future plans.

Self Evaluation

The College partially meets this standard. Evaluation procedures are in place for all executives and managers, faculty, APT, and civil service employees. All executive and managerial personnel participate in the *360 Assessment Online Evaluation*. Nontenured instructors and faculty planning on applying for promotion participate in peer and student evaluations. Other faculty, though required to do a post-tenure review, may opt-out from these evaluations.

However, though the College has a process for regular review of APT and civil service personnel, evaluations have not followed regular schedules. Due to a civil service hiring freeze, the College's Office of Human Resources is operating with two instead of four staff members, which has impeded regular completion of performance evaluations. Filling these positions will support the College's ability to ensure regular staff evaluation.

Actionable Improvement Plan

The College will pursue funding to fill civil service staff openings.

The Human Resources Office will take steps—including training sessions for supervisors and a tracking system for scheduled reviews—to ensure regular evaluations of APT and civil service employees.

A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

In Standard 2.A., the College describes and evaluates the role of faculty and others related to student progress toward achieving student learning outcomes.

In addition, the *University of Hawai‘i Community Colleges Faculty Classification Plan*, included in the *Guidelines for Tenure and Promotion* (182), is used to evaluate faculty who are applying for reappointment, tenure, or promotion. This classification plan defines primary responsibilities of faculty members who are in instruction, continuing education and training, academic support, or counseling. Primary responsibilities include active participation in assessment of student learning and unit outcomes. Tenure-track faculty are required to submit analysis of and improvements in teaching performance as part of the contract-renewal and tenure-approval processes.

Self Evaluation

The College meets this standard. The *University of Hawai‘i Community Colleges Faculty Classification Plan*, which includes a requirement to participate in assessment activities, is used to evaluate faculty and others responsible for student progress toward achieving student learning outcomes.

Actionable Improvement Plan

No action is required at this time.

A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

All employees at Hawai‘iCC are state employees and, as such, are governed by the state *Code of Ethics*, which is administered by the Hawai‘i State Ethics Commission (54). All state employees must exhibit the highest standards of ethical conduct. Each fall, the University of Hawai‘i and the State Ethics Commission send all employees a newsletter, *The High Road* (185), emphasizing the state’s *Code of Ethics*.

The University of Hawai‘i policy on professional ethics is further defined in the *University of Hawai‘i Community Colleges Policy, Statement of Professional Ethics (Faculty)* (53), which applies to faculty and lecturers. UH System policy also specifies that faculty upholds professional ethics related to avoiding conflicts of interest (55).

Self Evaluation

The College meets this standard. Complete and comprehensive descriptions of ethical expectations are written, approved, and widely communicated. The College ensures the dissemination of the *University of Hawai'i Community Colleges Policy, Statement of Professional Ethics (Faculty)*, providing a copy at the time of hire. In addition, every fall, the chancellor sends a message emphasizing the need to adhere to the College's ethics policy.

Actionable Improvement Plan

The College will continue to promote professional standards, ethics, and the UH System's code of conduct.

A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

As of September 1, 2011, Hawai'iCC had a total of 220 authorized positions, including eight executives, 118 faculty, 36 APT staff, and 58 civil service personnel. The College also has 120 lecturers who are hired on an as-needed basis. As with faculty, lecturers are required to meet the minimum qualifications for courses taught. When no one in the lecturer pool meets minimum qualifications, lecturers are hired on exception, and their education and experience are carefully reviewed for consideration.

Authorized positions are legislatively allocated. At the campus level, additional personnel needs are requested in comprehensive program and unit reviews. CERC review prioritizes requests and submits budget-related recommendations for personnel to the chancellor for inclusion in the biennium budget.

All civil service personnel are screened during the hiring process to assure minimum qualifications are met. Civil service staff numbers have been frozen during the state hiring moratorium. In some cases, staffing needs have been met through overtime scheduling.

Regarding the College's executive and managerial personnel, the College is taking steps to fill positions held by interim appointees following vacancies created by position changes and retirements. A permanent chancellor was hired July 1, 2011. A permanent vice chancellor for student affairs was hired January 17, 2012. The College's personnel plan calls for permanent hires for the remaining interim executive and manager positions by fall 2013, with recruitment of a permanent vice chancellor for administrative affairs underway in spring 2012, to be followed by hiring permanent personnel for the positions of vice chancellor for academic affairs, the director for the Office of Continuing Education and Training, and the deans of liberal arts and Career and Technical Education.

Self Evaluation

The College partially meets this standard. Current faculty and staff are qualified. While a number of administrative and managerial positions have been held by interim appointees, these personnel have come from the faculty, rank as full professors, and have been with Hawai'iCC for at least 15 years. Executive and managerial leadership has remained focused on the College's mission and achieving the goals of the Strategic Plan. The College's recruitment plan specifies that all remaining interim positions will be filled by fall 2013.

However, there continues to be a need for additional full-time faculty, with a number of faculty positions remaining unfunded, including full-time instructors in biological science, social science, art, philosophy/religion, Japanese language, and substance abuse counseling.

In 2011, College leaders met to develop an integrated planning policy for institutional effectiveness that will include a Resources Master Plan, which will coordinate priorities determined by CERC evaluations of comprehensive program and unit reviews and will focus on maintaining sufficient numbers of qualified faculty and personnel.

Actionable Improvement Plan

The College will continue to use analysis generated through the program and unit review processes to prioritize funding to maintain a sufficient number of qualified faculty and staff with full-time responsibility to the institution.

The College will pursue Legislative funding for full-time positions.

A.3. The institution systemically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

The College presents an in-depth description and evaluation of this standard in subsections a. through b.

A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The College's personnel policies and procedures are based on UH System policies, as well as addressed by the vice president for community colleges. The College ensures that policies and procedures are in accord with collective bargaining agreements. The UH Administrative Procedures Information System (APIS) is posted online ([186](#)) and provides the following information:

- Board of Regents Policies
- UH Systemwide Administrative Procedures
- UH Systemwide Executive Policies
- State of Hawai'i Civil Service Policies and Procedures
- UH Administrative Rules

Self Evaluation

The College meets this standard. The College's personnel policies and procedures are comprehensive and not limited to employment specifics such as salaries or promotions, but include policies related to hiring practices, EEO/AA, nondiscrimination, grievances, and complaints.

The College is committed to providing accurate information and equitable treatment of all personnel.

Actionable Improvement Plan

No action is required at this time.

A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The College's Human Resources Office keeps all employee personnel records in a secure location with restricted access. Employees view their files by appointment.

In addition, official executive and civil service employee files are maintained and housed separately in the UH System's Office of Human Resources on the UH Mānoa campus in Honolulu.

Departments or individuals that maintain personal student or employee information are required to complete annual Personal Information Surveys requiring disclosure of the information maintained and the manner of storage.

Self Evaluation

The College meets this standard. All personnel records are locked in a secure location with restricted access. Employees may request an appointment to view their files in the College's Human Resources Office.

In order to promote the protection of personal information, all employees were encouraged to attend the Protecting Sensitive Information at UH workshop held in January 2011 at the College's Hilo campus. This workshop will be offered on an ongoing basis.

In order to restrict the number of people who have access to materials in the Human Resources Office, new keys have been issued to appropriate personnel. There are no master keys to these offices.

Actionable Improvement Plan

The Human Resources Office will research encryption software as an option to keep electronic records secure.

A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The UH System and the College embrace diversity through policy and action. The College supports an environment that treats all people fairly by adhering to federal and state laws that govern employment practices and by following an Affirmative Action Plan.

All UH employment advertisements include the following statement: “The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under state law), sexual orientation, National Guard absence, or status as a covered veteran.”

The College has an Equal Employment Opportunity/Affirmative Action (EEO/AA) coordinator who oversees employment processes, including the selection of screening committee members for new hires and approval of interview questions and procedures. The EEO/AA coordinator attends regular UH System EEO/AA meetings and ensures that College practices conform with BOR administrative procedures.

If a position is determined to be underrepresented as indicated by the Affirmative Action Plan, the College follows UH System procedures, as specified in Administrative Policy A9.540, Recruitment, Selection and Appointments. Affirmative action recruitment efforts may include the following:

1. extending the recruitment period to encourage a broader applicant pool
2. ensuring screening committee membership includes underrepresented groups
3. providing copies of employment advertisements to organizations so that position openings might be brought to the attention of minorities

Self Evaluation

The College meets this standard. The College maintains its institutional integrity by providing an environment that supports equity and by fostering diversity.

The College’s Affirmative Action Plan reviews minority representation using “Incumbency to Availability Analysis” and has found adequate representation for all positions. College personnel include diverse ethnicities (Figure 71, see following page).

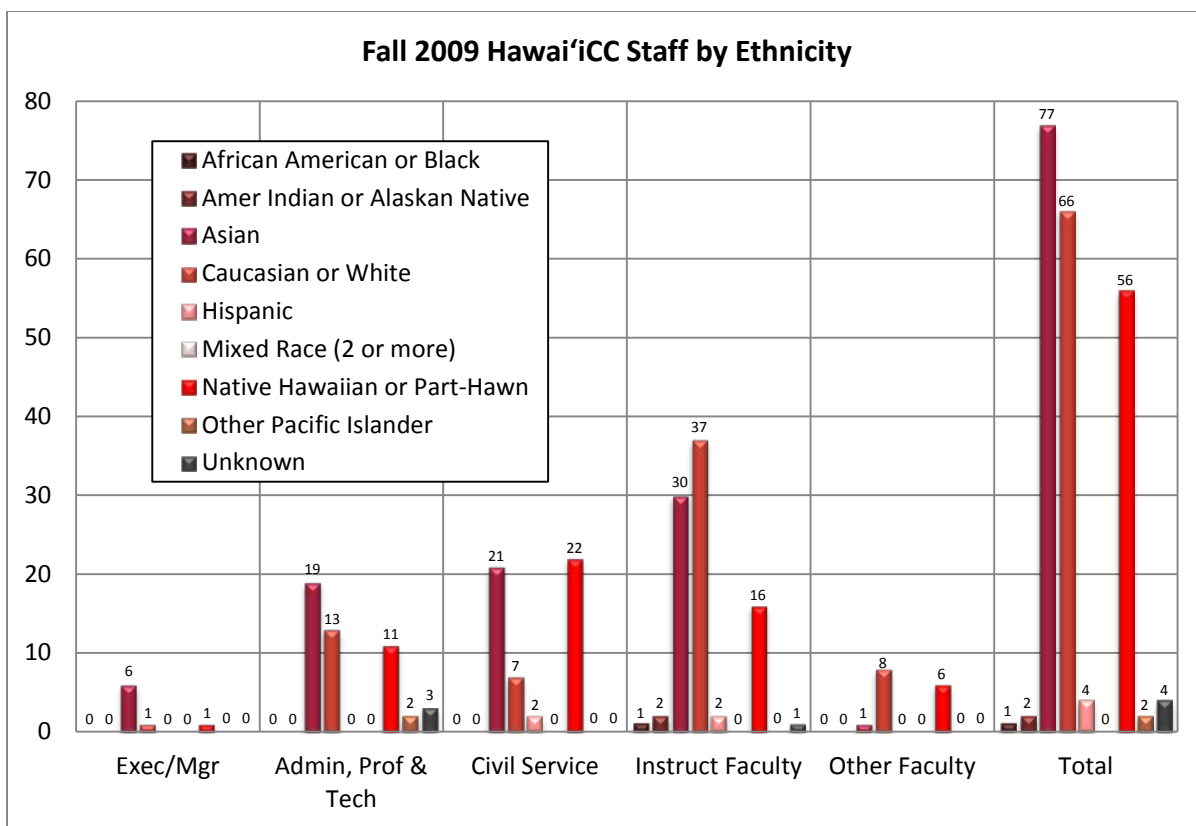


Figure 71

Actionable Improvement Plan

No action is required at this time.

A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The College is committed to providing appropriate support for its diverse personnel. In addition to following policies that ensure equitable treatment and prioritize the establishment of a diverse workforce, Hawai'iCC provides a variety of programs that support employees from all backgrounds.

College personnel may participate in a range of activities and events that recognize diversity, including the E Ola Health and Future Fair, the Earth Day Fair, Ha'akumalae (Hawaiian Protocols Program), Black History Month, and Filipino-American Heritage Month. The College also hosts an annual International Education Week that offers the opportunity for personnel to participate in cultural events such as language exchanges, craft workshops, and music and dance performances. In addition, the College's International Education Committee has launched initiatives that include supporting international faculty exchanges. Two faculty members participated in international Fulbright scholarships during 2011, and one is scheduled for exchange in 2012.

The College's focus on fostering a culture that affirms all backgrounds and orientations can be seen through the commitment to the Kauhale philosophy, which emphasizes acceptance and collaboration. The Kauhale Newsletter ([144](#)) provides an inclusive forum for celebrating and supporting the College's diverse workforce.

Self Evaluation

The College partially meets this standard. While the College provides activities in support of diversity, it has not assessed whether these activities are sufficient to meet the needs of its diverse workforce.

Actionable Improvement Plan

The College will survey faculty and staff to assess the need for additional programs and services to support personnel of diverse backgrounds.

A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The UHCC Director of Equal Employment Opportunity/Affirmative Action (EEO/AA) is responsible for implementing EEO/AA policies. At the College, the EEO/AA coordinator is appointed to implement the Affirmative Action Plan and has the lead role in administering College hiring procedures, overseeing the recruitment of personnel, and ensuring strict adherence to all applicable policies.

The EEO/AA coordinator tracks and maintains annual employment statistics and conducts in-depth analysis of equity and diversity with federal affirmative action statistics. The College is assisted in presenting EEO/AA data by the UH System Equal Employment Opportunity and Affirmative Action Office ([187](#)).

Self Evaluation

The College meets this standard. The UH System and the College regularly assess employment equity and diversity. Based on the College's Affirmative Action Plan analysis, the College does not have any underrepresented positions.

Actionable Improvement Plan

The College will continue to plan for and maintain ongoing staff development training to encourage an appreciation for diversity and an equitable environment for personnel and students.

A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The College is committed to ensuring integrity in its treatment of all personnel and students.

The UH Board of Regents and the UH System have established policies that advocate, support, and ensure the fair treatment of the College's diverse personnel. These policies apply to matters concerning discrimination, anti-harassment, persons with disabilities, equal employment opportunity, a drug-free workplace and campus, nonviolence in the workplace, and gender equity. These policies are available online through the UH Administrative Procedures Information System (APIS) (186). In addition, the College recognizes labor union contracts that cover all UH faculty and staff members, including contracts with the Hawai'i Government Employees Association, the United Public Workers, and the University of Hawai'i Professional Assembly.

The College also advocates, supports, and ensures the fair treatment of its students. The College catalog includes policies and grievance procedures regarding sexual harassment, nondiscrimination, and EEO/AA. Each year, the College organizes and maintains a Student Grievance Committee and Student Conduct Committee. Each committee is comprised of faculty, staff, and students.

Self Evaluation

The College meets this standard. The UH System has established policies which advocate, support, and ensure the fair treatment of the College's diverse personnel and students. The College strictly adheres to these policies. Employees are encouraged to work with supervisors to resolve complaints. They may also submit complaints to the College's EEO/AA coordinator, personnel officer, or through their collective bargaining unit.

The College further promotes a safe and supportive learning and working environment by requiring all faculty, staff, and administrators to complete the annual Online Sexual Harassment Prevention Program, a web-based course.

Actionable Improvement Plan

The College will continue to treat personnel and students with integrity.

A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

The College presents an in-depth description and evaluation of this standard in subsections a. through b.

A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Hawai'iCC provides regular professional development activities to support personnel needs.

In response to needs identified in comprehensive reviews, in 2008, based on a CERC recommendation, \$25,000 was budgeted specifically for professional development. In addition, the College's *Strategic Plan 2008–2015* (66) aims to “recognize and invest in

human resources as the key to success and provide them with an inspiring work environment” by devoting one percent of total personnel expenditures to staff development by 2015.

Each semester, the College assigns 3 credits of time to a staff or faculty member who serves as Faculty and Staff Development (FSD) coordinator. The coordinator oversees the Faculty and Staff Development Committee, which engages in the following activities:

- presenting professional and personal development programs for College personnel
- providing opportunities for social networking
- maintaining the staff development library
- serving as a clearinghouse for workshops, conferences, and seminars
- maintaining the *Faculty Handbook* (134) and the *Staff Handbook* (188)

To promote professional development, the College offers campus-based workshops, professional-improvement training, new staff orientations, off-campus conferences, and faculty sabbaticals. The College and UHCC System support numerous professional development activities, including the following:

- leadership-development programs, including WO Learning Champions, Community College Leadership Champions, and Emerging Leaders
- WASC Assessment Retreats
- online course development workshops
- Google applications workshops
- protecting sensitive information trainings
- UH clerical conferences
- Achieving the Dream conferences
- the annual Hawai‘i National Great Teachers Seminar
- Writing Across the Curriculum workshops
- UH tuition waiver benefit workshops
- new-hire orientations
- safety-training workshops

Faculty and staff development workshops are listed online (189).

The College also annually runs E ‘Imi Pono College Development Day, an institution-wide event that allows faculty and staff to work together on assessment practices. The Faculty and Staff Development coordinator is a member of the core planning committee, providing input from constituencies to assist in planning.

Self Evaluation

The College meets this standard. The annual *Faculty, Staff, Administrators Surveys* for fall 2010 and 2011 show that 86 percent and 83 percent of respondents, respectively, agree with the statement, “I keep current in my field of expertise by attending workshops/conferences.”

The College has taken steps to address areas that need improvement, in particular related to professional development in computer technology and distance learning. For these areas, the

fall 2010 survey showed 49 percent of respondents agreed that “our College provides adequate training in computer technology (applications, operating systems, hardware, etc.)” and 56 percent agreed that “our College provides adequate training in distance learning course management.” To improve, the Faculty and Staff Development Committee, in coordination with the Instructional Technology Services Office (ITSO), has provided support and training in the integration of instructional technology into the curriculum. The fall 2011 survey shows subsequent improvements in positive response rates, with survey participants agreeing with the above two statements at rates of 63 percent and 72 percent, respectively.

In addition, the College has focused on providing staff development related to outcomes assessment, bringing in assessment expert Dr. Terri Manning of Piedmont Community College for three days of workshops to support program and unit efforts in this area.

Actionable Improvement Plan

The College will continue to foster faculty and staff development activities to meet personnel needs.

A.5.b. With the assistance of the participants, the institution systemically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Faculty and Staff Development Committee collects evaluations from participants at the conclusion of all faculty and staff development workshops. The committee uses evaluation results to make improvements. In addition, the committee regularly solicits input from faculty and staff to assess current professional development needs and to identify future activities.

Self Evaluation

The College meets this standard. The College maintains a Faculty and Staff Development Committee to review and evaluate workshops and training activities and plan future events. Professional improvement activities are evaluated, and results are used to make improvements.

Actionable Improvement Plan

No further action is required at this time.

A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College integrates human resources planning with comprehensive institutional planning for both decisions regarding new hires and providing for the ongoing professional development of personnel.

The College's administration, including the chancellor, vice chancellors, deans, and directors, oversees human resources decisions, relying on the planning processes coordinated by the College Effectiveness Review Committee (CERC). By integrating human resources planning with program and unit review processes, the College ensures that personnel decisions align with program and unit needs, and are linked with assessment activities. Programs and units submit personnel requests in comprehensive program and unit reviews. The CERC evaluates and prioritizes those requests for follow-up administrative action, such as inclusion in budget requests made to the UH System for submission to the Legislature.

In addition, the Faculty and Staff Development Committee plans and coordinates activities with the overall College goals.

Self Evaluation

The College meets this standard. The College uses coordinated program and unit review processes to make ongoing improvements to human resources.

As a result of the College's integrated planning activities, the Legislature has approved 72 positions over the past seven years, including instructional personnel, institutional support positions, academic support staff, and student-services personnel.

Actionable Improvement Plan

The College will continue to refine integrated planning processes to support ongoing improvements to human resources planning.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.

Physical resource planning is integrated with institutional planning.

Overview

Hawai‘iCC has three primary campuses. Two are in Hilo, located within close proximity of each other. The third is located on the west side of the island in the town of Kealahou.

In Hilo, the Manono campus consists of 20.7 acres with 26 buildings, some used by UH Hilo. Facilities include a cafeteria, a student learning and testing center, faculty offices, a business office, counseling offices, admissions and records offices, administrative offices, an academic computing support office, classrooms, labs, facilities and maintenance offices, and vocational shops.

The College also has facilities on the UH Hilo campus, located a half mile from the Manono site. The UH Hilo campus is situated on approximately 115 acres and includes space for the College’s general education, business education, and technology classes, as well as faculty offices and vocational shops. The College also shares facilities with UH Hilo, including the Edwin H. Mookini Library, the Learning Center (TLC), Campus Center, the Student Activities Center, the theatre, and bookstore. In addition, the campus includes athletic facilities such as tennis courts, playing fields, and a fee-based student life center with weight rooms and a swimming pool. The College and university also share an off-campus farm, Hilo Pana‘ewa Agricultural Park, which consists of a 110-acre farm lab, a small office building, numerous greenhouse structures, crop fields, and auxiliary buildings for livestock.

The College’s west-side campus, the UH Center, West Hawai‘i (UHCWH), is located in Kealahou, approximately 11 miles south of Kailua-Kona. This facility consists of approximately 14,973 square feet of leased space within five buildings that are part of the Central Kona Center business complex. The UHCWH space includes classrooms, a culinary arts kitchen, offices, nursing and computer labs, a library, and a learning center. There is an open courtyard that is used for special events and culinary-arts luncheons.

To improve physical resources management, the College requested funding for an auxiliary services department, which was granted by the 2006-2007 state Legislature. Subsequently, the College established its own Office of Planning, Operations, and Maintenance (POM), with the following personnel: an auxiliary and facilities services officer, an office assistant, four groundskeepers, two building maintenance workers, eleven janitorial staff, and two security officers.

Due to the establishment of POM, the College has improved its ability to manage physical resources, and the College has initiated a growing number of projects and renovations, primarily on the Manono campus.

B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The College takes a number of steps to provide safe and sufficient physical resources, including scheduling annual inspections, doing outreach to faculty and staff, and integrating facilities planning decisions with review processes.

The College participates in annual UH System inspections, which include a visual inspection of the main campuses in East Hawai‘i by the Environmental Health and Safety Office (EHSO). EHSO representatives and the UHCC vice chancellor for administrative affairs conduct physical inspections of the campuses to evaluate health, safety, Americans with Disabilities Act (ADA), and repair/maintenance issues. Their inspection evaluates project requests made by the College and also identifies facilities in need of safety upgrades.

Faculty and staff participate in upkeep of physical resources through annual and comprehensive program and unit review processes, which include analysis of health and safety needs. The College’s vice chancellor for administrative affairs and the auxiliary and facilities services officer review and prioritize requests based on the impact to instruction and services. Programs may also use their funds for modifications or improvements. In addition, faculty and staff may submit facility modification requests, which are evaluated based on need and alignment with program and unit reviews.

In addition to maintaining safe campus facilities, the College has remained focused on providing sufficient classrooms, labs, and support facilities to provide for its programs and related services. In the face of record enrollment, the College has been challenged to find facilities to support needed class offerings. At the Hilo campuses, facilities have been sufficient to meet demand. However, facilities at UHCWH are more limited, which has impacted the College’s ability to offer classes.

Self Evaluation

The College partially meets this standard. While the College has effective safety and maintenance processes, a large percentage of the College community has indicated that facilities need improving. In the 2011 *Faculty, Staff, Administrators Annual Survey*, which had a completion rate of 58 percent, only 50.7 percent of respondents strongly agree or agree that students have adequate classrooms in Hilo. For West Hawai‘i, the percentage is 35.7 percent (Figure 72, see following page). Positive response rates regarding adequate campus facilities were even lower (71).

| 2011 Faculty, Staff, Administrators Annual Survey Results | | | |
|---|--|---|---|
| Location | Adequate Classroom Agree/Strongly Agree | Adequate Facilities Agree/Strongly Agree | Adequately Maintained Agree/Strongly Agree |
| Hilo | 50.7% | 45.3% | 80.0% |
| West Hawai'i | 35.7% | 14.8% | 64.3% |

Figure 72

The Manono campus consists mainly of buildings constructed during the 1950s. While they are well maintained and adequate for the classes offered, they are old. In addition, the split campus sites in Hilo create problems for students and faculty who have to travel between campuses. The College has taken steps to address these issues, completing several renovation projects that provide additional classroom and office space, and acquiring up-to-date equipment. The College's development plan for Hilo is to consolidate campuses at one location that provides adequate facilities, including new buildings, additional parking, and improved communal areas.

In West Hawai'i, the leased UHCWH location was originally developed as a shopping center. While buildings are well maintained, enrollment has outpaced space. In addition, the College has limited control over facility decisions. The College has been focused on addressing these constraints and successfully obtained funding for a new campus in West Hawai'i, titled Hawai'i Community College Pālanui. Initial facilities are scheduled to open in fall 2014.

Actionable Improvement Plan

The College will pursue funding for a new campus in Hilo.

The College will provide sufficient West Hawai'i facilities at the Pālanui campus.

The College will continue the process of establishing a Resources Master Plan, which will further assure that physical resources support the needs of programs and services.

B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The vice chancellor for administrative affairs—the executive responsible for assessing, maintaining, and upgrading the College's facilities and equipment resources—oversees the operations of the Office of Planning, Operations, and Maintenance (POM). The vice chancellor for administrative affairs prioritizes projects based on health, safety, and regulatory requirements, such as those related to building codes and ADA stipulations.

The College also relies on input from the following sources for resource planning:

- administration
- program and unit reviews
- faculty requests
- work orders
- grant initiatives
- internal facility reviews

The College submits requests for major projects through the UH System Office of Capital Improvements ([190](#)). The UHCC associate vice president for Administrative Affairs oversees major repair and maintenance projects. Based on program and unit reviews, the College submits budget requests for projects, which are reviewed and prioritized ([191](#)).

Since the last self evaluation, the College has received funding for the following projects:

- a new online Operations Management System implemented by the UHCC System to improve work-order tracking, inventory control, preventive maintenance, project-cost information, and work standards
- a Facility/Asset Management Data Management System that incorporates industry standards for life expectancies of buildings and equipment and assists in replacement planning for items such as roofs, electrical systems, air conditioning systems, plumbing systems, and fire safety systems
- a signage project that provides three large illuminated campus directory maps
- new campus security emergency call boxes with blue-light location indicators
- new 24-hour campus security cameras
- a new voice-over-internet phone (VOIP) system

Self Evaluation

The College meets this standard. The College and UH System have processes that assure that physical resources support programs and services. The College regularly evaluates facilities, assisted by new computerized management systems. The vice chancellor for administrative affairs, through POM, maintains and improves physical resources.

Actionable Improvement Plan

No action is required at this time.

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

Descriptive Summary

The College ensures that course, program, and services sites are accessible, safe, and healthy, in accordance with federal regulation and UH System policies.

Regarding accessibility standards, the College follows regulations established by the federal American with Disabilities Act (ADA). The vice chancellor for administrative affairs, through POM, maintains accessible facilities, responding to input from faculty and staff, College bodies such as the College Council and Academic Senate, and recommendations generated through the program and unit review processes.

At the West Hawai'i campus, the owner of the leased space is responsible for maintaining accessibility. The College's concerns have been quickly addressed by the owner. The space is ADA compliant, except for one office for faculty members. To address this, faculty schedules student meetings in the library or classrooms.

Regarding safety, the College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, which includes requirements regarding security and facilities access, crime-reporting procedures, crime-prevention programs, and the relationship between campus security and local law enforcement.

In addition, UHCC policy 11.600 provides guidance regarding continual development and implementation of safety and security matters, including conditions for hiring and training College security officers ([192](#)).

For Hilo's Manono campus, the College contracts 24-hour security guard services. Contracted security guards work out of the same office as the College's full-time security staff, which supports coordinated security operations. For UHCWH, the College provides contracted security services at all operational times.

In regards to safety and hazardous materials, the UHCC System provides periodic campus inspections and training services through the Environmental Health and Safety Specialist (EHSS). The EHSS conducts annual workshops on hazardous materials awareness and hazardous waste management procedures. The EHSS also provides periodic facility inspections and safety consultations for faculty and staff, providing special attention to instructional programs and courses that use hazardous materials, such as auto body, auto mechanics, and chemistry. The importance of the use of Material Safety Data Sheets is emphasized ([193](#)).

The College has completed the following initiatives to improve access, safety, security, and environmental health:

- establishing a System-wide email and cell-phone alert system for emergency notification
- installing emergency call boxes with blue identification lights
- establishing two full-time security officers for the Manono campus
- installing Automated External Defibrillators and providing associated training workshops
- providing accessibility improvements and renovations at the Manono campus
- installing security cameras at the Manono campus
- expanding overflow parking on the Manono Campus

- adding signage, including a new campus directory and map and No Smoking signs on the Manono campus

In addition, to improve conditions that promote a healthy learning and working environment, the following projects are currently awaiting final bids or are in the planning process:

- installing a security fence along the Manono campus property line
- upgrading the existing fire alarm system for the Manono campus
- improving door hardware and locking systems that will support security in the event of a campus lock-down
- providing accessibility upgrades
- installing three automatic door openers for ADA access

For the UH Hilo campus, the UH Hilo administration ensures that facilities have appropriate access, safety, and security.

Self Evaluation

The College meets this standard. The College's facilities are annually inspected and evaluated with awareness of federal, state, and county requirements regarding fire codes and accessibility. The UHCC System's Environmental Health and Safety Office provides assistance in the management of hazardous materials and waste. The office also performs safety inspections. All buildings on Hilo's Manono Campus are accessible and the campus provides ADA-compliant parking spaces and signage.

In Hilo, there is a general agreement that the College workplace is a physically comfortable and safe place to work (Figure 73) (71). The lower agreement rates at the West Hawai'i campus reflect the fact that campus needs have outgrown the leased space. In recognition of this fact, plans for the new Pālanui campus have been finalized and approved.

| 2011 Faculty, Staff, Administrators Annual Survey Results | | |
|--|--|--|
| Location | Physically Comfortable Agree/Strongly Agree | Workplace Safe Agree/Strongly Agree |
| Hilo | 73.7% | 88.7% |
| West Hawai'i | 64.3% | 96.4% |

Figure 73

Actionable Improvement Plan

The College will continue to plan and seek improvements regarding all aspects of access, safety, and security.

The College will establish a new campus in West Hawai'i, Hawai'i Community College Pālanui.

B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The College's chancellor and vice chancellors have the primary responsibility of assessing the adequacy of facilities. The College prioritizes repair and maintenance projects based on issues related to health, safety, security, impact to users, and compliance with regulatory standards.

Under the oversight of the vice chancellor for administrative affairs, the College coordinates regular annual inspections conducted by the UHCC Environmental Health and Safety Office; the System's Facilities, Planning, and Construction Office; and the College's Office of Planning, Operations and Maintenance (POM). All campus facilities are visually inspected, and assessments are made regarding the prioritizing of new projects.

Unit and program review processes also identify changing facility needs and provide data analysis to justify requests.

On a day-to-day basis, faculty and staff are able to submit online work orders to POM to address ongoing or incidental needs. Work orders may include repair and maintenance items, equipment relocation or removal, office or classroom relocations, or other facility issues related to the support of programs and services.

Self Evaluation

The College partially meets this standard. The College evaluates its facilities and equipment on a regular basis through UH System and College review processes.

However, the College recognizes the need to formalize evaluation and planning for its physical resources. To address this need, the College is in the process of establishing a Resources Master Plan that will provide a clearer decision-making framework and add transparency to budgeting for physical resources.

Actionable Improvement Plan

The College will continue to refine its use of UH System and College review data to provide for regular, ongoing assessment for facilities planning.

The College will develop a Resources Master Plan that formalizes evaluation and planning for facilities and equipment.

B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The College's Long Range Development Plans (LRDPs) incorporate institutional improvement goals and provide facility cost projections. The College currently has two LRDPs, one for the Hilo campus ([194](#)) and one for the West Hawai'i campus ([195](#)).

For the Hilo campus, the College adopted the *Hawai'i Community College Manono Campus Long Range Development Plan 2010 Revision and Update* ([194](#)), the most recent in a series of plans for a consolidated campus in Hilo ([196](#)). This plan details an expanded campus at the Manono site, and addresses needed infrastructure upgrades to address aging facilities. For West Hawai'i, the *University of Hawai'i Center, West Hawai'i Long Range Development Plan* ([195](#)) was updated in 2009 and addresses changing circumstances and expanded educational requirements. This plan maps the development of the new permanent campus in West Hawai'i, Hawai'i Community College Pālanui. The project, a public-private partnership between Hunt Companies and Charles R. Schwab and the University of Hawai'i, has begun, with the first phase of campus facilities scheduled to open in 2014.

Both LRDPs include site considerations, program planning, planning criteria, site utilizations, alternative site plans, ultimate plans, architectural barrier-free programs, design guidelines, implementation and transitional plans, and cost estimates.

Self Evaluation

The College partially meets this standard. Long range planning has addressed changes in program requirements and includes cost estimates concerning new physical plant facilities and infrastructure improvements.

The College has remained focused on providing new campuses on both sides of the island, with approval of construction for the West Hawai'i campus at Pālanui being a significant step toward achieving that goal. On the Hilo side, however, the College remains challenged in establishing an LRDP that fully meets its needs.

Since 1996, the College has seen five LRDPs created for a consolidated Hilo campus. The current plan to expand the Manono site does not reflect administrative and faculty preference for a new campus site, at a location referred to as "Komohana," which has additional acreage that would support facilities needed to meet growing enrollment. In fall 2010, the Academic Senate approved a resolution recommending review of the Komohana site ([197](#)). On February 4, 2011, the chancellor, the UH president and the UH Hilo chancellor toured the site, and this area is now being considered for the College's permanent Hilo campus.

In addition to recognizing the need to update the current Hilo campus LRDP, the College recognizes the ongoing uncertainty in securing the necessary state appropriations.

Actionable Improvement Plan

The College will update the LRDP for the Hilo campus.

B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College's institutional planning incorporates planning for physical resources, with input provided through the administrative team; unit, division, and department chairs; and CERC evaluation of program and unit reviews.

The College works with UH Hilo to effectively use space on the shared Hilo campus. In addition, the CERC's budget review process includes facilities assessment and recommendations generated through evaluating requests included in unit and program reviews.

Self Evaluation

The College partially meets this standard. Through the program and unit review processes, the College focuses on ensuring that physical resources are regularly assessed and improvements are made to support programs, services, and student learning. However, the College recognizes that planning for physical resources could be better integrated with institutional planning.

Actionable Improvement Plan

The College will establish a Resources Master Plan to improve the systematic assessment and improvement of physical resources.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Hawai'i Community College serves the entire island of Hawai'i through three campuses and remote locations, and provides sufficient technology support to meet current learning, teaching, communications, and operational needs at all locations.

The College's Academic Computing Unit (ACU) was created in 2000 under the vice chancellor for academic affairs. ACU's services are grouped into three areas: Computer Services/IT Support, Media Services, and Web Development (198).

Computer Services/IT Support provides services to support all aspects of computing and network infrastructure across the College's three primary campuses and remote locations, including the Kohala Center in Waimea and the North Hawai'i Educational Research Center (NHERC) in Honoka'a. Major services include the following:

- academic administrative computing and support
- research and recommendations for computer-related equipment purchases
- procurement, setup, installation, support, repair, maintenance, and replacement of computer hardware/software
- administration and maintenance of daily operations and back-up servers
- administration and maintenance of wired and wireless networks
- inventory of the College's network and computer-related equipment

Media Services provides support for distance-education technology, multimedia display, and audio technologies, including the following:

- research and recommendations for multimedia and DE videoconferencing equipment purchases
- installation, repair, maintenance, and replacement of videoconferencing equipment
- multimedia and videoconferencing equipment training and support for faculty and staff
- transport, setup, and operation of audio visual and public address equipment for College functions
- inventory of multimedia equipment

The College's web developer (199), hired in May 2010, is responsible for the design, development and administration of the College's website (200). The College launched a redesigned website on February 11, 2011. As part of this ongoing initiative, the web developer continues to convert pages and improve search features (201).

The College participates in the operation of two libraries, the shared Edwin H. Mookini Library on the UH Hilo campus, and the library at the UH Center, West Hawai'i (UHCWH). Both libraries provide a range of technologies, including computers to access library resources and the internet, as well as student-use labs with printing and scanning capabilities, wireless access, and copy machines. In addition, the Mookini Library loans audiovisual equipment to faculty and staff, and provides students and faculty with access to audiovisual equipment within the library.

The Mookini Library also houses the shared UH Hilo Graphics Services Department, which provides fee-based media and graphics services, including duplication, design, layout, and binding services (202).

In addition, the College operates two learning centers, one on the UH Hilo campus (the Learning Center) and one within the library at UHCWH (the Library and Learning Center). Both centers provide computers with course and disabilities-support software and access to the internet.

The Hale Kea Advancement and Testing Center (HKATC) on the Manono campus provides computers with software for course work, access to the internet, printers, and an ADA-compliant workstation for students with disabilities.

The College's Hā'awi Kōkua Program (203) provides services, resources, and access to assistive and adaptive technology for students with disabilities at all three campuses, and operates the Kōkua Technology Lab on the Manono campus. The Kōkua Technology Lab is a computer lab for students with disabilities. There are four computer workstations equipped with assistive and adaptive hardware/software, as well as other stand-alone technology, such as voice/TTY and video phones, audio recorders, talking and large screen calculators, and visual text enlargers. Accommodations for faculty with disabilities are coordinated by the Human Resources Office.

Most classrooms are equipped with an instructor workstation which includes a computer with access to the internet. Additional computers and multimedia equipment are also provided in specialized labs for designated classrooms and programs. Fully equipped labs and classrooms include the following:

- program-related labs for nursing; digital media arts; Hawai'i Life Styles; Tropical Forest Ecosystem and Agroforestry Management; business technology; and Architectural, Engineering, and CAD Technologies
- student-support labs at the Hale Kea Advancement and Testing Center, the Learning Center, and the UHCWH Library and Learning Center
- labs for the Office of Continuing Education and Training (OCET)
- the special-needs lab at the Hā'awi Kōkua Program office

Most programs use photocopiers, scanners, overhead and ELMO visual presenters, and DVD/VHS players. In addition to classrooms and labs with computer and multimedia equipment, many programs require specialized non-computer instructional technology. Examples include the Hawai'i Life Style's professional grade audio recording and video production equipment, agriculture's medium autoclave, nursing's SimMan mannequin

simulator, auto body's photo spectrometer, OCET's photovoltaic system, machine welding's plasma cam cutting machine, carpentry's vertical panel saw, and Architectural, Engineering and CAD Technologies' three-dimensional model printer.

The College offers distance education through a variety of modes, including the internet, videoconferencing, interactive television, and cable television. DE technology support includes computers, wired and wireless internet access, classrooms with videoconferencing and interactive television equipment, and TV-equipped classrooms to access cablecast courses. Students have access to computers with internet access at the above-mentioned libraries, learning centers, classrooms, and computer labs. In addition, wireless access is available at the three campuses. Polycom videoconferencing equipment is installed in 14 College classrooms—two on the UH Hilo campus, five on the Manono campus, and seven at the UH Center, West Hawai'i (UHCWH)—as well as at the Kohala Center and North Hawai'i Education and Research Center (NHERC) in Honoka'a. Interactive television studio classrooms are located in Mookini Library and at UHCWH. The Manono campus has classrooms with access to UH System cablecast courses.

The College requires placement testing in mathematics, reading, and writing. Placement testing is currently conducted using internet-based COMPASS tests administered on the Manono campus at HKATC, and at the Learning Center at the UH Center, West Hawai'i. HKATC maintains 20 computers in a dedicated testing room, and 24 additional computers in the adjacent electronic classroom for placement testing. The UHCWH Learning Center has five computers dedicated for placement testing and 13 additional computers in a separate computer lab for placement testing. HKATC also manages placement testing administered at a nearby high school on eight dedicated computers, and UHCWH operates a mobile COMPASS unit equipped with 22 laptops that travels to high schools island wide. The College's learning center computer facilities also support proctored exams for DE.

In addition to the College's telephone/voicemail system, the College uses a variety of communication technologies, including email, the internet, MyUH (the UH System's integrated student information system), STAR, Laulima, and videoconferencing. The UH System relies on email as the primary means of communication, and the College issues employees and students email accounts.

The College website ([200](#)) provides information for current and prospective students, alumni, faculty, staff, and the community. In addition to information and links to forms for prospective students, it provides students, faculty, and staff with access to email, MyUH, and Laulima, the College's online course system. The website also provides public access to general information regarding programs and services. Through the Kauhale blog, the College publishes a monthly newsletter containing articles on campus and community events, and other College news ([144](#)).

The MyUH portal is a System-wide integrated student-information system. MyUH offers students essential services, including access to email, web registration, and other academic services, and communicates important announcements regarding classes and grades. In addition, for instructors, MyUH provides class rosters and management applications ([204](#)).

STAR is an online information and advising tool that allows students to track progress toward graduation. STAR enables students and advisors to view grades, completed courses, transfer credits, remaining course requirements, financial aid status, and academic holds (137).

Laulima (205) is the web-based course management and collaborative resources tool used by the UH System. Laulima is used by faculty and students for both DE and face-to-face courses, and by faculty and staff for collaborative projects. Laulima (which means “cooperation, working together” in Hawaiian) is an open-source Sakai learning-management system. It is maintained by System-wide IT support, available by phone during office hours and 24 hours daily via email.

In addition to polycom classrooms, the College has installed videoconferencing equipment in five conference rooms located on the three campus sites. Such equipment facilitates communication, allowing personnel to hold meetings involving colleagues located on all three campuses. Polycom also allows for videoconference meetings between the College and other UH System schools, as well as with national and international organizations.

In 2011, the College acquired 16 polycom high definition (HD) videoconference systems through a federal Rural Development Program grant. The units have been installed across the three campus sites and NHERC. This grant also supported the College’s acquisition in fall 2011 of a Radvision Multi Conference Unit (MCU), a video bridge that assists in scheduling and managing the DE videoconference classes. It also supports the ability for personal computers to link into videoconferences, expanding participation in videoconference events.

Self Evaluation

The College meets this standard. The College provides a range of technology supports designed to meet the needs of instructors, students, and staff.

However, the 2006 self evaluation, as well as program and unit reviews, has specified the need for coordinating the various technology supports the College provides. In spring 2012, the College hired consultants to draft a Technology Master Plan to address this need.

Actionable Improvement Plan

The College will establish a Technology Master Plan to coordinate technology services.

C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The College is focused on ensuring that technology supports improve institutional operations and effectiveness. The College delivers technology services through the following departments and personnel:

- Computer Services/IT Support, with five full-time IT specialists
- Media Services, with three full-time media specialists
- a full-time web developer
- instructional technology support staff, including one full-time educational specialist and one DE faculty liaison
- the Office of Planning, Operations, Maintenance, with two full-time staff members to maintain security surveillance and emergency communication systems
- academic support provided by a full-time computer specialist who provides computer systems analysis, programming support, and design for automatic tasks
- online registration support provided by one full-time staff member
- student services support provided by one full-time IT specialist responsible for automation, application/form development, and data reports for the Financial Aid Office
- technology support for students provided at the College's learning centers
- Hawai'i Life Styles Program support provided by a full-time educational specialist who coordinates and manages media projects, provides media support to program faculty, and manages the program's website

The College's Computer Services/IT Support and Media Services units coordinate, install, and maintain technology purchases, working with departments to make equipment recommendations and to verify that purchases will meet the requester's needs and are compatible with existing systems. In addition to responding to purchase requests, Computer Services/IT Support regularly installs standard software products, including Adobe programs such as Acrobat Reader, Flash Player, and Shockwave Player; the Compatibility Pack for Office 2007 v12; Firefox; Java McAfee VirusScan + AntiSpyware Enterprise; MS Works 6-9 Converter; and Quicktime Player. The College's personal computer systems are relatively current, with the majority running Windows 7, based on the determination that it provides a stable operating platform. The College uses the Microsoft Office suite to ensure uniformity, and employee computers are being upgraded to Microsoft Office 2010. In addition, divisions and departments may purchase specialized software for use on networked or individual computers. All software is reviewed by Computer Services/IT Support prior to purchase, to ensure compatibility with existing systems.

The College's Media Services unit provides polycom support and maintenance at all locations, as well as supporting and maintaining TV studio-classrooms at the UH Center, West Hawai'i. Media equipment and TV studio-classrooms in the Edwin H. Mookini Library are supported by UH Hilo staff through shared facility use ([134](#)).

To further institutionalize technology support services and planning, in spring 2012, the consultants hired by the College began to develop a Technology Master Plan that will integrate technology planning with strategic planning and comprehensive program and unit reviews (38).

Self Evaluation

The College meets this standard. The College provides a wide range of technology supports to ensure that equipment and services are current and appropriate to enhance institutional operations.

Survey results from the 2010 program review for the Academic Computing Unit (198) show faculty and staff are satisfied with the level of support provided by Computer Services/IT Support and Media Services (Figure 74). In addition, results from the 2010 *Faculty, Staff, Administrators Annual Survey* show most respondents feel College computer and multimedia technology is up to date and adequate. Furthermore, the 2011 survey results show increased satisfaction related to technology services (Figure 75) (71).

| 2010 ACU Program Review Survey Results | | |
|--|--------------|-----------------------|
| Item | Agree | Strongly Agree |
| The help desk/computer services staff effectively solves my computer problems. | 32.0% | 48.0% |
| I am satisfied with the response/delivery time for Electronic Maintenance & Repair—Outside of the classroom. | 27.7% | 46.8% |
| I am satisfied with the quality of work for Electronic Maintenance & Repair—Outside of the classroom | 37.5% | 41.7% |
| I am satisfied with the response/delivery time for Classroom Equipment Services. | 29.5% | 40.9% |
| I am satisfied with the quality of work for Classroom Equipment Services. | 40.4% | 29.8% |

Figure 74

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|----------------------------------|----------------------------------|---------------|
| Item | Agree/Strongly Agree 2010 | Agree/Strongly Agree 2011 | Change |
| The technology resources are adequate for my needs. | 75.0% | 81.4% | 6.4% |
| The computer and software that I use at my college are adequate and up-to-date for my needs. | 75.1% | 86.8% | 11.7% |

Figure 75

The College has identified the need to increase support services for the Apple Macintosh platform, as there has been increased adoption of Apple-based applications, particularly by the Hawai'i Life Styles and Digital Media Arts programs.

Actionable Improvement Plan

The College will provide Apple training to Computer Services/IT Support to increase institutional support for varied platform applications.

C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The College delivers training to personnel and students through a number of different departments, as well as through services offered across the UH System.

Group training and training for nonstandard computer hardware/software are available and can be requested through the Faculty and Staff Development Committee, or the Office of Continuing Education and Training (OCET). In addition, the Computer Services/IT Support unit provides one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

Media Services provides multimedia equipment training for faculty and staff. Before each semester, videoconferencing equipment training is offered to DE instructors using polycom-equipped classrooms. Tips and strategies to adapt face-to-face curriculum to the television medium are also presented. Media Services also provides polycom and general multimedia equipment training to groups and individuals upon request.

Throughout the semester, the Faculty and Staff Development Committee offers a variety of technology-related workshops and presentations, including sessions on new software and internet applications. Recent offerings have included workshops on Laulima, classroom instructional technology, and web-based instructional resources (189). The committee periodically circulates a questionnaire to assess the training needs of faculty and staff. Individuals or departments can also request specific topics for workshops or training.

In addition, in fall 2011, the College created the Instructional Technology Support Office (ITSO) to provide ongoing training and support for DE faculty. ITSO delivers monthly training workshops, creates instructional and reference materials, and provides one-on-one faculty support (101).

College instructors also have access to the UH System's Information Technology Services (ITS) to gain support for Laulima, the online instructional platform. ITS provides a faculty development program called TALENT (Teaching And Learning with Electronic Networked Technologies), which provides instructional sessions and resources to faculty and staff throughout the year (206). Supplemental training is available through the Faculty and Staff Development Committee, and the UH Hilo Instructional Technology and User Services unit (207).

To support instructors using interactive television equipment, in Hilo, the College relies on training provided by UH Hilo Media Center staff at the start of each semester, which can also be scheduled one-on-one or for groups (208). At the UH Center, West Hawai'i (UHCWH), Hawai'iCC Media Services conducts one-on-one training.

For students, learning centers in Hilo and West Hawai'i provide technology support. In Hilo, on the UH Hilo campus, the Learning Center employs a student assistant who serves as a computer tutor, providing one-to-one assistance on topics including basic computer use, Microsoft Office applications, email, internet use, MyUH, and Laulima. At HKATC on the Manono campus, staff members are available to provide computer assistance. At UHCWH, staff provides general computer assistance to students. Beginning in fall 2011, ITSO has provided Laulima orientation workshops for students held at the beginning of the semester. ITSO also manages a website for Hawai'iCC DE students (209), which includes a Laulima instructional guide (210).

Self Evaluation

The College partially meets this standard. The College has taken steps to increase the amount of technology training for its employees and students. However, particularly for students, the College continues to rely heavily on technology training provided by UH Hilo, UH Mānoa, and the UH System.

The Computer Services/IT Support unit's ability to provide employee training is constrained due to low staffing, with the majority of Computer Services/IT Support resources focused on installation, maintenance, and support of the College's computers, networks, and servers. This is reflected in the results of the 2010 *Faculty, Staff, Administrators Annual Survey* (Figure 74) (71), which indicated that personnel saw the need for improvement in areas related to technology training. Approximately 49 percent of respondents strongly agreed or agreed that the College provides adequate training in computer technology. Approximately 45 percent strongly agreed or agreed that the College provides adequate training in audiovisual (media) technology. Approximately 56 percent strongly agreed or agreed that the College provides adequate training in distance learning course management technology.

In response to these survey results, the College's administration team identified the following as one of four College goals: Eighty percent of faculty and staff responding to the faculty/staff survey will agree that sufficient training is provided to use classroom, computer, or Laulima technology as a tool to ultimately improve student learning and experience at Hawai'iCC (75).

To support this goal, the College created ITSO (101) to provide training and support for DE technology. ITSO has focused on bringing the campus into compliance with ACCJC standards for distance education, taking steps such as evaluating online courses and working with faculty to develop universal online course design. The Faculty and Staff Development Committee has also increased the number of technology-related workshops, and has worked on advertising and promoting higher attendance (189).

In response to these steps, there has been an increase in satisfaction related to technology training, as seen in the 2011 *Faculty, Staff, Administrators Annual Survey* results (Figure 76) (71).

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|---------------------------|---------------------------|--------|
| Our college provides adequate training in _____. | Agree/Strongly Agree 2010 | Agree/Strongly Agree 2011 | Change |
| computer technology | 49.1% | 63.3% | 14.2% |
| A/V technology | 45.1% | 59.2% | 14.1% |
| distance learning course management | 55.7% | 71.9% | 16.2% |

Figure 76

Regarding students, the College provides limited technology training. Currently, ITSO offers optional Laulima orientation sessions held at the beginning of each semester. In addition, the College's learning and testing centers provide limited computer support, and the Kōkua Technology Lab staff provides one-on-one trainings in assistive technology. Students are often referred to a help desk operated by UH Hilo (211) or to UH System offices for computer/software assistance (212) or assistance with Laulima, the College's online course platform (213).

Actionable Improvement Plan

The College will continue to offer technology training and DE support through ITSO.

The College will create appropriate training, workshops, and tutoring programs to meet student needs.

C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The College has processes in place to ensure systematic acquisition and maintenance of technology devices.

In response to needs identified in the 2005 comprehensive program and unit review processes, the College's Academic Computing Unit (ACU) developed a regular replacement schedule for computer hardware. The ACU has also purchased extended warranties for computer systems, developed data recovery and back-up plans, provided for data privacy on computer systems and networks, and created emergency-response plans.

Computer system reliability is maintained through several methods. All general-use classroom/lab computers are configured with Faronics Deep Freeze software, which prevents

unwanted workstation changes, whether accidental or malicious (214). These computers are “unfrozen” weekly while automatic updates are applied. Computer Services/IT Support also retains exclusive administrator rights on all networked computers, which helps to minimize the frequency and severity of viruses, malware, and other computer problems.

Computer Services/IT Support is responsible for managing the College’s information technology infrastructure, and for maintaining the privacy and security of data exchanged on the campuses by students, faculty, and staff. All networked computers require a username and password to log in to the network, and all College computer systems are protected by firewalls and McAfee anti-virus software (215). McAfee VirusScan Enterprise software is made available through a site license agreement (216) between UH and McAfee, and is used to detect and take action on potentially unwanted spyware and cookies. McAfee software is updated through a server located on the UH Mānoa campus. Access to data-sensitive programs (e.g., Banner, STAR, COMPASS) is restricted by IP address and/or by user login.

Computer Services/IT Support uses a back-up system and off-site data storage to address disaster recovery of server information. For example, servers are physically secured and data is automatically backed up to another server every night. Data from this server is then transferred to a server at a remote location on a weekly basis. Users are generally responsible for their own data recovery, and many offices use uninterruptible power source (UPS) battery back ups that provide emergency power in the event of a power interruption to allow users to properly store data and shut down their computers.

In accordance with UH System policy, departments and divisions maintain inventory records on technology purchased through their budgets (217). In addition, Computer Services/IT Support maintains inventory records on all networked computers, and ensures all computer software and peripherals are compatible with existing systems.

Classroom, lab, and most administrator and staff computers are purchased with service warranties, and are maintained on a four-year replacement cycle. In addition, departments, divisions, and units identify technology needs. If required, requests are submitted to the appropriate administrator for approval. Computer Services/IT Support coordinates purchases to verify that equipment can be supported and is compatible with existing systems. Similarly, for multimedia equipment purchases, Media Services verifies that requested items meet the needs of the requester, can be supported by Media Services, and will be compatible with existing equipment.

Media Services maintains inventory records for multimedia equipment and coordinates equipment acquisitions, working with administration, faculty, and other units. In addition, Media Services keeps new or working units of general multimedia equipment in inventory to replace equipment as needed. For specialized equipment, Media Services purchases multi-year service warranties.

Self Evaluation

The College meets this standard. Technology infrastructure is regularly monitored and upgraded.

Results of the 2010 *Faculty, Staff, Administrators Annual Survey* (71) indicate approximately 75 percent of respondents strongly agreed or agreed that the computers and software they use are adequate and up to date for their needs (see Figure 73, shown previously).

The College's Media Services unit also works to ensure that multimedia equipment is adequately maintained, keeping replacement inventory on hand. However, to eliminate disruption due to equipment breakdown, a replacement schedule should be created.

Actionable Improvement Plan

The College will work to secure funding to support a replacement schedule for classroom multimedia equipment.

The College's Computer Services/IT Support unit will continue to monitor and upgrade technology infrastructure as needed to handle the College's increasing demands.

C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The College's distribution of computer and multimedia technology resources supports and enhances programs and services.

To provide for student and personnel access to technology, the College, through the Computer Services/IT Support unit, follows a regular replacement schedule for administration, staff, classroom, and lab computers.

In addition, the College deploys a range of technology tools to increase student access to instruction. DE technology includes internet-accessible computers, polycom videoconferencing equipment, televisions with cable access, and interactive television equipment. All computers purchased for student use in classrooms and labs are selected by Computer Services/IT Support to meet hardware and software standards, and provide high-speed internet access. Computers are available on all three campuses.

In addition to computers, the College uses interactive video to reach students. Polycom videoconferencing equipment is used extensively for interactive video classes and personnel videoconferences. The College chose the Polycom system because it is affordable, operates on the College's existing internet network, does not require large investments in equipment or infrastructure, and can be operated by instructors themselves. The College has completely upgraded its Polycom system. In 2009, the Hawai'i Life Styles program purchased four systems through a Title III grant. A separate federal Rural Development Project grant funded the purchase 16 systems in 2010 and 2011. With the addition of the Radvision MCU, students with high-speed internet access can access videoconferenced DE classes.

To support students who enroll in cable-television classes, Hilo's Manono campus offers classrooms with cable access. In addition, class sessions can be made available in streaming video files and/or on DVDs.

The College also provides classes through interactive television equipment at the Mookini Library on the UH Hilo campus and at the UH Center, West Hawai'i.

In spring 2011, the College passed the Integrated Planning for Institutional Effectiveness policy, which specifies the creation of an Academic Master Plan, a Technology Master Plan, and a Resources Master Plan (38). Such plans will determine the future direction in these three areas, in conjunction with strategic planning priorities and needs determined by comprehensive program and unit reviews.

Self Evaluation

The College partially meets this standard. While the College appears to effectively use technology tools—including computers, the internet, videoconferencing, interactive television, and cable television—to support programs and services island wide, there has been a lack of assessment to evaluate whether needs are being fully met.

Actionable Improvement Plan

Through the Technology Master Plan, the College will link assessment of technology needs with effective distribution of resources.

C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The College's 2008-2015 Strategic Plan includes action strategies and financial allocations regarding technology goals (66). The College originally established a Technology Advisory Committee to advise the administration on policies and long-range budget priorities. However, this group has not met in several years. Currently, the College's technology planning is integrated with institutional planning through coordination provided by the CERC, which evaluates and prioritizes requests submitted through the College's review processes. College programs and units assess their technology needs as part of regular annual and comprehensive review cycles. Based on their reviews, programs and units may request technology resources to support objectives. The CERC reviews and prioritizes technology requests for inclusion in the College's budget.

Self Evaluation

The College partially meets this standard. The College's integrated planning processes incorporate technology needs through program and unit reviews. However, there is the need for coordinated College-wide technology planning that is formally integrated with institutional planning. To address this need, in spring 2012, the College began the process of drafting a Technology Master Plan (38).

Actionable Improvement Plan

The College will develop a Technology Master Plan that will provide the framework for integrating coordinated technology planning with institutional planning.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

D.1. The institution relies upon its mission and goals as the foundation for financial planning.

The College presents an in-depth description and evaluation of this standard in subsections a. through d.

D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Hawai'iCC's funding comes from the Hawai'i State Legislature, federal funds, and grants, as well as from tuition and fees. These different sources provide required funding for the College to operate responsibly. Systematic and inclusive processes are in place to help the College establish priorities for funding in alignment with Hawai'iCC's mission and goals.

Hawai'iCC's Mission Statement and Strategic Plan, in direct association with both the UH System's and the UHCC System's Missions and Strategic Plans, are the focus for the College's budgetary goals, plans, and decisions. The Hawai'iCC administration ensures that institutional and fiscal plans are linked, primarily through the use of comprehensive program and unit reviews.

Comprehensive program and unit reviews provide data-based justification for supplemental and biennium budget decisions. In comprehensive reviews, programs and units are responsible for connecting budget requests to the mission or other specific institutional goals, in particular those related to increasing student achievement. Requests made in the program and unit reviews are evaluated by the College Effectiveness Review Committee (CERC), which ensures that requests support the mission. The CERC, which is made up of a wide representation of faculty and staff, keeps financial decisions transparent. CERC recommendations are the basis for supplemental and biennium budget decisions by the chancellor. CERC evaluations will be used to modify the Academic Master Plan and other planning documents.

Self Evaluation

The College meets this standard. The UH and Hawai'iCC Missions and Strategic Plans are the basis for the biennium and annual operating budgets. Identification of financial priorities and goals for instructional and non-instructional programs and units has occurred through the establishment of comprehensive and annual program and unit review processes.

Actionable Improvement Plan

The College will continue to link budget decisions with integrated planning processes.

D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Hawai'iCC receives an annual general fund as part of the overall appropriation to the UH System, provided through the state Legislature. A secondary source of operating revenue is generated through tuition and fees. The two sources of funding are used in combination to determine the financial operating budget of the College. In addition, financial resources from special funds and external sources provide for some improvements each year. Capital improvement funding comes from the UH System, which allocates resources among the ten UH campuses. These projects may take years to be funded by the Legislature.

During the preparation of the operating budget of the College, fixed payroll expenditures, overhead expenditures, and required reserves are taken into account. The Hawai'iCC administrative staff reviews projected revenues and expenditures to determine additional allocations to the operating budgets of programs and units based on the requests made during program and unit review processes.

Self Evaluation

The College meets this standard. The College manages its financial affairs following UH System guidelines.

The tuition and fees schedule is detailed in the UH Board of Regents Chapter 6, Tuition Scholarships and Fees (218). An annual tuition rate increase was instituted effective fall 2012. This rate increase was implemented to support the College's ability to provide educational services to achieve the College's mission.

Actionable Improvement Plan

No action is required at this time.

D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The College assesses revenues and expenditures on a continual basis. The College receives general fund appropriations through the State of Hawai'i. In addition to the general fund appropriation, the College retains the revenue generated by tuition and fees for credit and noncredit course offerings. Other revenue is generated through the offering of program services, which include culinary and children's center services.

The College's initial annual general operating budget consists of projections on expenditures for payroll, UH System operational assessments, and operational campus costs. The largest expenditures incurred by the College are for payroll, which includes appropriated positions, lecturer and overload appointments, temporary appointments, and student assistant appointments. Payroll expenditures account for over 70 percent of Hawai'iCC's general operating expenditures. Operational campus costs include projections for utilities, leases, and maintenance. All of these are monitored closely by the vice chancellor for Administrative Affairs.

Legally, the College cannot incur long-term debt. All long-term financial commitments are incurred at the UH System level. Employee benefits, for example, are managed through the State Department of Human Resources.

The UHCC System has established an unrestricted fund reserve policy, which has been implemented to ensure that the College maintains adequate resources for financial stability. The policy sets an unrestricted fund reserve balance of five percent. For specific special and revolving fund programs, an additional reserve to provide for sufficient working capital is required (35).

Self Evaluation

The College meets this standard. The College makes budget decisions based on the Strategic Plan and mission. With the identification of projected expenditures and revenue, the College assures financial stability. The College continuously evaluates revenues and expenditures. Reserves are maintained at the College and System levels to assure that both short- and long-term commitments will be met.

Actionable Improvement Plan

No action is required at this time.

D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The Hawai'iCC administration, which oversees programs and units, disseminates financial information to the College. The allocation of operational funds at Hawai'iCC is divided into five areas: Institutional Support, Public Service, Student Affairs, Instruction, and Academic Support. Operating budgets are allocated to each of these areas. The operating budgets are then distributed within each respective area.

College employees are also informed of the operating budget through the College Council. Hawai'iCC administrators, faculty, staff members, and student government leaders have the opportunity to participate in the financial planning and budget process within the College. Administrators receive input from faculty, staff, and student government representatives about financial needs.

In addition, the CERC is given the task of evaluating the programs and units in comprehensive and annual reviews. Based on the CERC evaluation, recommendations and funding requests for new purchases and positions are submitted to the administrative staff for consideration.

Self Evaluation

The College meets this standard. The College provides faculty and staff with appropriate opportunities to participate in the development of institutional plans and budgets. However, the College recognizes that many personnel lack awareness of such processes, as reflected in the 2011 *Faculty, Staff, Administrators Annual Survey* (Figure 77). Many of the budget-development processes are new, and the College recognizes the need to increase awareness and encourage faculty and staff involvement.

| Faculty, Staff, Administrators Annual Survey Results | | | |
|--|------------------------------|------------------------------|--------|
| Item | Agree/Strongly Agree 2010 | Agree/Strongly Agree 2011 | Change |
| I understand my role in budget development. | 38% | 40% | 2% |

Figure 77

Actionable Improvement Plan

The College will pursue ways to increase awareness of budget-development processes.

D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

The College presents an in-depth description and evaluation of this standard in subsections a. through g.

D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning outcomes and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The College's budget allocations are established to ensure support for the achievement of student learning goals. Financial information is available in reports generated by the UH System and the College. The reports are distributed in paper-based form and/or electronically.

Financial audits and reviews are performed annually or periodically by various entities, depending on the area under review. On an annual basis, an external agency performs

required federal audits, including the U.S. Office of Management and Budget (OMB) Circular A-133 consolidated financial audit on extramural funds and the federal financial aid audit. Annual audits are reviewed by the Board of Regents. Periodic audits and/or reviews are done by the UH Internal Auditors Office, internal System-wide office staff, and/or by an external contractor. In addition, either a System-wide or College audit and/or review of UH funds is conducted.

The College responds to all requests and inquiries for further information through the audit/review process. Corrections and/or responses to audit exceptions and management advice resulting from A-133 financial audits have been provided by the College. In regards to the federal financial aid audit, timely return of Title IV refunds has been made if a student was deemed ineligible. Internal procedural modifications have been made and are reviewed periodically.

Self Evaluation

The College meets this standard. Financial information is provided to the administrative staff as well as to the College Council. These groups disseminate financial information and take steps to ensure that action is taken to meet requirements or inadequacies. Comprehensive and annual program and unit reviews provide analysis and feedback regarding budget needs.

Fiscal support, which includes guidance, processing and management, has been conducted for the various College funds by the Business Office. An expansion of the availability of budget and fiscal support services to the College occurred with the hiring of a budget specialist and an extramural-funding fiscal officer under the Office of Administrative Affairs. This allows for timely response and assistance to internal and external entities, in compliance with policies and procedures for extramural-funded programs.

Actionable Improvement Plan

No action is required at this time.

D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The College's Office of Administrative Affairs and Business Office make financial budget documents available, providing operating budgets and allocations, as well biennium and supplemental requests and appropriations.

Operating budget information is distributed to the Hawai'iCC administrative staff. The vice chancellor for administrative affairs provides a report on revenue and expenditures to the administrative staff. The operating budget includes fixed and projected expenditures, such as permanent and temporary payroll, as well as System operational assessments. The College's programs and units receive operating budget allocation through their respective administrators.

Current fiscal information for individual programs is available on the web through e-Purchasing, which is an integrated web-based application of the UH Financial Management

Information System (FMIS). This information can be accessed by individual programs, program managers, and administrators. Financial information on extramural funds is also available through the Research Corporation of the University of Hawai‘i (RCUH) financial system.

Self Evaluation

The College partially meets this standard. Distribution of financial information throughout the College is ongoing and continuous. The financial information available through e-Purchasing is limited to individual account information. Financial information is available through the Office of Administrative Affairs.

The UH FMIS has been in place since 1996. While it has been adequate for most reporting needs, the UH System recognized the need to update the fiscal management tools to make financial reporting easier, more transparent, and efficient. The UH System has been involved with a national consortium of universities and colleges to create a fiscal system for higher education purposes. The product of these efforts is Kualī, a modular financial accounting system designed to meet the needs of higher education. Effective July 1, 2012, the UH financial system will convert from FMIS to Kualī.

Actionable Improvement Plan

The Business Office will pursue using the College website to disseminate financial information.

The College will participate in UH System trainings in the use of the new Kualī modular financial system.

D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Hawai‘iCC has revenue from several funding sources, with the two main sources of revenue being appropriated general funds and special funds based on tuition and fees. Revenue is also derived through program activities such as noncredit course offerings, early-childhood educational services, construction program services, and culinary program services. Other nonprogram-based revenues are derived from library fees, transcript fees, and graduation fees. Grant awards are another source of revenue. However, the use of grant funds is generally specific to the project.

The UHCC System has established a reserve policy which can be found in UH Community College policy 8.201 Unrestricted Fund Reserve—General, Special, Revolving Funds (35). The target cash reserve parameters of the policy are set at five percent of the unrestricted fund expenditures for the fiscal year.

The UH System is a state agency and is covered within the provisions of the State of Hawai‘i’s self-insurance program. The UH risk management program was established

through UH Executive Policy E8.207 (219). Through this policy, additional insurance shall be secured only where hazardous conditions increase the potential and probability of loss.

Self Evaluation

The College meets this standard. The UHCC System has an established policy in the requirement of a reserve fund. Hawai'iCC has maintained that reserve since the establishment of the policy. From fiscal year 2009, Hawai'iCC has experienced reductions in general fund appropriations due to state Legislative and executive restrictions. These restrictions have been in response to the decrease in state revenues. For the fiscal year 2011, the restriction amounted to \$202,424. However, Hawai'iCC maintained the cash flow to fund the College's operations. The decrease in general fund state appropriations has been offset by the increase of tuition revenue that resulted from tuition and enrollment increases.

Actionable Improvement Plan

No action is required at this time.

D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The UH System currently uses the Financial Management Information System (FMIS) to provide the accounting and maintenance of financial information for various UH funds, with the exception of funds generated through fundraising efforts, which are overseen by the UH Foundation (220). In addition, extramural-fund financial information is maintained in the financial system of the Research Corporation of the University of Hawai'i (221).

The UH System has offices established to provide oversight and support to the UH campuses. Overall UH financial reporting responsibilities are conducted through the UH Financial Management Office, which interprets and implements General Accepted Accounting Practices for the UH System. The Office of Research Services (ORS) is responsible for the management of UH extramurally funded programs. ORS reviews and approves research and training grants from federal and other external agencies.

The UHCC System office provides financial and budgetary support for the six community colleges. Within Hawai'iCC, the Office of Administrative Affairs, which includes the Business Office, provides various fiscal administrative support services. These services include the review and oversight of fiscal transactions to ensure conformity and adherence to all federal, state, and UH policies and procedures.

The UH Foundation, a private fundraising entity, uses an accounting system separate from UH. The foundation reviews the use of funds to ensure allocation toward the purpose for which funds have been donated, granted, or appropriated.

Self Evaluation

The College meets this standard. UH uses FMIS for financial information, which provides the current status of the fund availability for the College. The Office of Administrative Affairs and the UH Foundation also provide financial oversight to ensure appropriate use of funds. System-wide offices are established and accessible for support to Hawai‘iCC.

Actionable Improvement Plan

No action is required at this time.

D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Annual audits are conducted on extramural funds. During the audit process, Hawai‘iCC responds to any additional inquiries and requests for information. The results of the audits, including any findings and/or recommendations, are presented to the Board of Regents.

The fiscal management of all grants, externally funded programs, and contractual agreements are reviewed and approved through the UH Office of Research Services (ORS). Funds must be used in accordance with the rules and regulations stipulated in the award document. An annual financial and compliance audit, in accordance with the Office of Management Budget (OMB) circular A-133, is conducted.

The UH Foundation conducts fundraising efforts within the UH System. Its activities and funds are audited separately. In addition to UH Foundation fundraising efforts, the College is also active in generating revenue to fund scholarships, staff development, and expansion goals. The UH Foundation intakes the revenue and disburses funds, including scholarships, reimbursements, and expenditures.

Self Evaluation

The College meets this standard. Hawai‘iCC uses the revenue generated from fundraising efforts and grants in a manner consistent with the mission and goals of the College. The College uses these funds in accordance with stipulated policies, rules, and regulations, including those of the UH System.

Actionable Improvement Plan

No action is required at this time.

D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Hawai‘iCC enters into a variety of contractual agreements with internal and external entities that support the College’s ability to use financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai‘i Island community. Such agreements include purchase orders, contractual procurement orders, real property lease/rental agreements, and memoranda of agreement. To ensure consistency with Hawai‘iCC’s mission and goals, all contractual agreements go through multiple levels of review, including review by the unit, department, or division administrator; followed by the vice chancellor, dean, or director; and, if needed, the chancellor.

The Business Office also reviews agreements to ensure that contracts adhere to UH policies and procedures. Procurement contracts for expenditures that are in excess of \$25,000 are forwarded to the UH Office of Procurement and Real Property Management for review and execution. Contractual agreements that generate revenue to the UH System, such as federal and training grants, are reviewed and signed by the UH Office of Research Services.

All contractual agreements are subject to policies and procedures which are included in UH Systemwide Administrative Procedures Manual A8.200 ([222](#)), Board of Regents Policies and Bylaws Chapter 8 ([223](#)), and UH Systemwide Executive Policies E8.000 ([60](#)). Finalized contracts clearly define roles and responsibilities, services, and corrective actions, including termination. This ensures oversight and maintains integrity.

Self Evaluation

The College meets this standard. Hawai‘iCC’s contractual agreements are consistent with the mission and goals of the College. Maintenance of the integrity of the College is ensured by strict adherence to UH System policies and procedures.

Actionable Improvement Plan

No action is required at this time.

D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Hawai‘iCC currently uses the Financial Management Information System (FMIS)—a UH System financial program established in 1996—to manage its financial resources. The UH System has enhanced FMIS through the addition of various web-based programs, including those for requisitions, travel, and access to financial information for authorized users.

The UH System performs annual external audits on a System-wide basis for extramural-funded grants. Internal audits are performed on individual processes, such as department

checking and purchasing cards. Audit results provide the basis for findings, recommendations, and improvements ([224](#)).

Self Evaluation

The College meets this standard. The College uses FMIS for financial information ([225](#)). The UH System has selected Kuali, an open-source financial system, to replace FMIS. The Kuali system was selected as a result of a collaborative effort with a number of major universities and is designed specifically for institutions of higher education ([226](#)). The conversion to the Kuali Financial System is scheduled to occur on July 1, 2012.

Actionable Improvement Plan

The College will convert to the Kuali Financial System.

D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College relies on various measures to assess the use of financial resources, including recommendations generated by program and unit review processes and individual program accreditations.

The program and unit review processes analyze the effectiveness of programs and units, continuously assessing whether the needs of the College are being met and measuring the efficiency, effectiveness, and general health of programs and units. Program and unit review analyses include an evaluation of accomplishments, strengths, and weakness. Based on analysis, reviews present justification to support funding requests.

In addition to the program and unit reviews, several instructional programs also participate in individual specialty accreditations. Currently, the Culinary Arts Program ([114](#)), the Early Childhood Education Children's Center ([111](#)), the Intensive English Program ([113](#)), and the Nursing and Allied Health Program ([110](#)) participate in specialty accreditation. Each accrediting body provides recommendations that are included in the associated annual program review.

Self Evaluation

The College meets this standard. Hawai'iCC has established a review process that allows for the assessment and evaluation of program and unit effectiveness. The review process includes analysis of allocation of financial resources. Comprehensive and annual reviews support transparency and display the financial requirements needed for the operation of the College's program and units.

Actionable Improvement Plan

No action is required at this time.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

B. Board and Administrative Organization



Commencement Celebration

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Descriptive Summary

The College is designed to encourage and facilitate active participation in the shared governance of the institution. College leadership is committed to creating "an environment for empowerment, innovation, and institutional excellence," as noted in the *Hawai‘i Community College Strategic Plan: 2008-2015* (66).

Strategic planning in the UH System is a collaborative dialogue among students, faculty, and administration. This ensures that critical issues are identified and that there is a mutual commitment to the accomplishment of shared goals and priorities.

Hawai‘iCC’s College Council, Academic Senate, and the Associated Students of the University of Hawai‘i (ASUH)–Hawai‘iCC Student Government are governing bodies that serve to facilitate active staff and student involvement. The College Council (86) includes representation from all major campus constituencies, as well as ex-officio members. It serves as the chancellor’s forum for engaging in dialogue about College-wide issues. The Academic Senate (87), which includes all faculty members, functions as a recommending and governing body whose responsibilities include the initiation, development, modification, and review of academic-related policies and actions; it also provides input to administration related to College-wide issues. The ASUH–Hawai‘iCC Student Government provides students with the opportunity to participate in College-wide decisions (56).

Programs, units, and students are all represented through these governing bodies, ensuring that interests of stakeholders are presented relative to any review or action. The College’s leadership provides for transparency to maximize involvement, with College Council and Academic Senate schedules, minutes, and information provided via email and posted on the College website (86) (87). Each year, students elect student government representation,

including the ASUH–Hawai‘iCC president, vice president, secretary, treasurer, and senators. To support student awareness and involvement, the College provides general information on the College website; through email messages; via website publication of the student-services newsletter, the *Kukui News* (136); and through the *Kauhale Newsletter* (144), which provides updates regarding general College happenings.

Regarding specific oversight activities, including assessment efforts and program and unit reviews, the College leadership encourages all personnel to participate. The College leadership has further created clear channels of communication by establishing processes so that department and division chairs can act as liaisons between faculty and administration. The chairs, who are nominated by faculty, further contribute to self-governance by coordinating course scheduling, curriculum activities, and department policy.

The College encourages interaction between members of the College community through its support of *Kauhale* (144), an “academic village without walls.” *Wala‘au* sessions (focus groups on key topics) are organized by the chancellor’s office to strengthen communication and participation in College- and System-wide initiatives.

To support informed participation, the College leadership uses the website as a platform to provide information about the College’s mission, goals, values, history, structure, directories, publications, and governance procedures, including links to the following:

- Resources for Faculty and Staff (227)
- Academic Senate (87)
- College Council (86)
- Manono Campus Long Range Development Plan (194)
- West Hawai‘i Long Range Development Plan (195)

Self Evaluation

The College meets this standard. Based in part on a recommendation from the 2006 self evaluation process, the College has worked to create an organizational structure that assures inclusive discussion, planning and implementation. The College leadership has focused on clearly articulating goals and providing complete, accurate information to foster empowerment, innovation, and institutional excellence through ongoing self-reflection and exchange of ideas.

The 2011 *Faculty, Staff, Administrators Annual Survey* (Figure 78, see following page), which had a completion rate of 58 percent, shows that employees feel that the College’s leadership has created an environment supportive of institutional excellence, innovation, and empowerment (71).

| 2011 Faculty, Staff, Administrators Annual Survey Results | | | | |
|---|--------------------------|----------|----------------------|-----|
| Hawai'iCC's leadership creates an environment for _____. | Agree/ Strongly Agree | Disagree | Strongly Disagree | N/A |
| institutional excellence | 74% | 17% | 6% | 3% |
| innovation | 69% | 23% | 5% | 3% |
| empowerment | 74% | 19% | 5% | 4% |

Figure 78

Actionable Improvement Plan

No action is required at this time.

A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on the appropriate policy, planning, and special-purpose bodies.

The College presents an in-depth description and evaluation of this standard in subsections a. through b.

A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relates to their areas of responsibility. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The College's governance is structured to provide substantive and clearly defined roles for faculty and administrators, as well as established processes for student and staff input.

The chancellor is the full-time chief executive for Hawai'iCC, reporting to the vice president for community colleges and the president of the UH System. The chancellor directs all aspects of the College, including budget preparation and allocations of resources, and efforts to maintain academic and administrative standards that comply with statutes, regulations, and Board of Regents (BOR) policies. In addition, the chancellor represents the College in community, county, and state agencies; civic groups; business and industry; labor and professional organizations; the state Legislature; and the UH System (228).

The chancellor works with the College's administrative officers, including the vice chancellors for academic affairs, administrative affairs, and student affairs; the directors of the Office of Continuing Education and Training and the University of Hawai'i Center, West Hawai'i; and the deans of Liberal Arts and Public Services and Career and Technical Education.

The chancellor also works with College governance bodies, including the College Council, the Academic Senate, and student government, to establish priorities and address strategic concerns. The role of these bodies and the process for their participation has been formalized, in part in response to ACCJC's recommendation that the College more clearly articulate governance ([229](#)). At that time, the Commission specifically recommended the following:

The College should memorialize governance practices by establishing, publishing, and implementing a comprehensive written policy that defines and delineates the specific roles of faculty, staff, administration, and students in the College's decision-making processes. In order to ensure the integrity and effectiveness of the College's governance and decision-making processes, roles of governance groups, such as College Council and Academic Senate, should be regularly evaluated and results communicated with College constituent groups.

In response, in spring 2009, the College established a Campus Governance policy ([56](#)) that identifies and explains the roles of the three governance groups. The charters for each of the three governance bodies specify operational interactions with administration. The chancellor meets regularly with the Academic Senate chair, College Council chair, and student government president.

Academic Senate

The Academic Senate plays a formal role in implementing College policies and academic decision making ([96](#)). The Academic Senate chair receives policy review requests from administrative officers, and submits requests to the senate's executive committee, which assigns them to the appropriate standing review committee. Associated System-level bodies, such as the All Campus Council of Faculty Senate Chairs, the Community College Council of Faculty Senate Chairs, and the Council of Chief Academic Officers, also may submit UH policy proposals for review. To support transparency, the senate chair's year-end reports summarize actions and are posted on the senate webpage ([230](#)).

Associated Students of the University Hawai'i–Hawai'iCC

The executive council of the ASUH–Hawai'iCC student government serves as one of the governing bodies of the College and meets weekly ([231](#)). The president of the ASUH–Hawai'iCC communicates with the vice chancellor for student affairs (VCSA) through the student life coordinator. As needed, the VCSA will meet with the entire student senate. The president of the ASUH–Hawai'iCC student government also represents the student body on the College Council, presenting student government initiatives and providing updates. Following College Council meetings, the student government president reports back to ASUH–Hawai'iCC, providing transparency and supporting follow-on student action related to College Council initiatives.

College Council

The College Council serves as an advisory body for the chancellor ([95](#)). The chair of the College Council meets monthly with the chancellor to set the agenda for the College Council meetings. Hawai'iCC faculty and staff may submit agenda items using the Proposed Agenda Items form ([232](#)). College Council resolutions are forwarded to the chancellor's office, where

they are archived. In those cases in which the chancellor does not approve of recommendations submitted by the council, she must respond with a written explanation. The College Council distributes meeting minutes to all faculty and staff, as well as posting minutes on the College Council webpage (86).

Budget Processes

The College's formal budget procedures also ensure appropriate participation for faculty and staff. The College Effectiveness Review Committee (CERC) (74) is an 18-member campus-wide body charged with coordinating the annual College budget based on evaluations of five-year comprehensive program and unit reviews. CERC membership includes the Academic Senate and College Council chairs, APT and clerical representatives, and members of other campus constituencies. Annual and five-year comprehensive reviews are written by faculty and staff and are posted on the College's program and unit review webpage (73). Each spring, the CERC evaluates and prioritizes review requests, which include non-cost as well as cost items that support action strategies identified in the College's Strategic Plan. Based on CERC recommendations, the chancellor and administrative team create College budget plans.

Self Evaluation

The College meets this standard. As part of its commitment to institutional effectiveness, the College has made improvements to provide clear, substantive roles for all stakeholders related to key College decision-making processes.

To assess these efforts and address the Commission's recommendation that the College evaluate the effectiveness of governance groups, the College Council and the Academic Senate conducted surveys of their constituencies and shared the results in 2009, the council via email and the senate via email and the web (57) (58). Both bodies conducted follow-up surveys during spring 2012.

Based on the surveys, both governance bodies took steps to make improvements. The College Council implemented actions to improve communication. The Academic Senate's executive committee prioritized formalizing interaction between the senate and the chancellor, creating a Transmission of Information form that tracks senate actions and records the disposition of items once signed by the chancellor.

However, while the College meets the standard of providing clearly articulated roles for faculty, staff, and student involvement in College decision making, the College recognizes that there continues to be a lack of awareness regarding these roles. This is reflected in results from the *Faculty, Staff, Administrators Annual Survey*. Both 2010 and 2011 surveys (71) show low rates of agreement regarding understanding roles related to planning and budget processes.

Actionable Improvement Plan

The College will work to make faculty and staff more aware of institutional organizations and their roles in the budget and planning processes.

A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The College's Academic Senate was established to fulfill BOR policy, Section 1-10 in Chapter 1 (115), which calls for faculty involvement with academic decision making and policy development. The Academic Senate includes all faculty members and is dedicated to providing formal recommendations regarding student learning programs and services (96).

The Senate includes three standing committees—the Curriculum Review Committee, the Educational Policy Committee, and the Faculty Policy Committee—that provide review regarding curriculum and related policies. The senate also includes a number of ad hoc committees.

Related to decisions on student learning programs and services, the senate's Curriculum Review Committee plays a crucial role, providing reviews and recommendations regarding degree requirements, program proposals, and course proposals. Curriculum Review Committee recommendations are presented to the senate, which votes and forwards results to the vice chancellor for academic affairs (VCAA) and chancellor for final approvals. Currently, the General Education Certification Transition Taskforce (125), jointly appointed by the senate and the VCAA, also plays an important role related to student learning programs and services. The task force is charged with establishing a certification process for GE courses that will be used by a standing committee created to provide GE review.

Faculty also plays a meaningful role in the College's ad hoc Assessment Committee (90), which has overseen the development of student learning outcomes and associated assessment processes, as well as participating in developing program review procedures. The Assessment Committee includes the VCAA, division and department chairs, the chairs of the Academic Senate and College Council, and a representative from each non-instructional unit. In fall 2010, the committee developed an assessment policy (72), which was endorsed by the senate and approved by the interim chancellor. The assessment policy assigns primary responsibility for outcome assessment to faculty and staff.

Self Evaluation

The College meets this standard. The College's Academic Senate, which includes all faculty members, has a clearly established role in academic decision making. In addition, the College's ad hoc Assessment Committee is comprised primarily of faculty members, and the policy guiding assessment gives faculty the central role in the process of evaluating academic learning outcomes.

Further, the *Faculty, Staff, Administrators Annual Survey* from 2011 (71) shows that there is growing awareness among faculty members of their role in academic decision making, including assessment and program review processes, with 93.1 percent of respondents agreeing that they understand their role in assessment and 90.3 percent agreeing that they understand their role in program and unit reviews.

Actionable Improvement Plan

No action is required at this time.

A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The College's organization supports collaboration, with coordinated meetings among constituents that provide for ongoing dialogue, as well as with established processes that provide for shared decision making.

The College Council—which is made up of administrators, program and unit representatives, and a student—was established in response to ACCJC's 1994 recommendation to improve College-wide communication. The council meets on a monthly basis to review College matters and provides minutes to all faculty and staff. The council also coordinates activities and facilitates collaboration through an annual College-wide meeting calendar, the "College Hour" (86), which specifies a regular schedule for meetings of divisions and departments, the Academic Senate and College Council, and staff development.

In addition to the College Council, the CERC, the Academic Senate, the ad hoc Assessment Committee, and the ASUH–Hawai'iCC student government body support communication among the College's constituencies. The CERC is a representative body that includes administrative, program, unit, and student members. The CERC evaluates program and unit reviews and makes related budget recommendations, ensuring that the various constituencies across the College are engaged in dialogue regarding budget decisions. The Academic Senate includes all faculty members, providing a forum for dialogue regarding academic issues and policies. The ad hoc Assessment Committee—which includes representatives from the administration, College Council, and Academic Senate, as well as all department and unit chairs—fosters inclusive dialogue regarding assessment practices. The ASUH–Hawai'iCC student government body facilitates student involvement in College-wide communication, participating in the College Council and CERC.

The College has clearly established channels of communication between faculty and administration. Division and department chairs coordinate regular meetings and participate in bi-weekly forums with the vice chancellor for academic affairs to exchange ideas, addressing topics such as curriculum, programs, and assessment. In addition, the chairs of the four liberal arts divisions—English, humanities, math and natural sciences, and social sciences—meet on a regular basis with the dean of Liberal Arts and Public Services. The chairs of the Nursing and Allied Health, Business Education and Technology, Hospitality, and Applied Technical Education Divisions meet on a regular basis with the dean of Career and Technical Education.

Curricular decisions follow a prescribed process that starts with discipline faculty and moves through department, division, and program approvals to the Academic Senate and, finally, to the VCAA and chancellor.

In addition to these established structures and processes, the College has adopted the Kauhale model as a means of fostering community, dialogue, and collaboration across College constituencies.

Self Evaluation

The College partially meets this standard. College administrators, faculty, and staff report satisfaction with communication.

The *Faculty, Staff, Administrators Annual Survey* results from 2010 and 2011 (71) reflect this, with most respondents agreeing that department, division, and unit chairs effectively communicate.

However, the College recognizes that improvements are needed to facilitate understanding of the roles of the Academic Senate, College Council, ad hoc Assessment Committee, and CERC. Survey results show that while there has been increased understanding of the roles of these bodies, additional efforts need to be made to communicate their function (Figure 79). As a result of this survey, the administration has identified the goal to improve communication, with the target of having 80 percent of faculty identify communication as timely and transparent (75).

| Faculty, Staff, Administrators Annual Survey Results All Employee Responses | | | |
|---|----------------------------------|----------------------------------|--------|
| I understand the role of the _____ in Hawai'iCC's governance and decision making processes. | Agree/ Strongly Agree 2010 | Agree/ Strongly Agree 2011 | Change |
| Academic Senate | 64.0% | 69.4% | 5.4% |
| College Council | 55.6% | 58.5% | 2.9% |
| Assessment Committee | 57.4% | 66.5% | 9.1% |
| CERC | 52.8% | 59.2% | 6.4% |

Figure 79

Related to understanding the roles of College governance bodies, survey data show that College personnel participate at varying levels in the structures and practices designed to support discussion of ideas and effective communication. In particular, the *Faculty, Staff, Administrators Annual Survey* results from 2010 and 2011 show lower levels of participation with the Academic Senate and College Council (Figure 80, see following page). While faculty shows higher rates of involvement (Figure 81, see following page) and there has been

some improvement from 2010 to 2011, the College recognizes the need to facilitate greater participation.

Related to Kauhale, as this model has recently been introduced, the College recognizes the need to evaluate its effectiveness in supporting College-wide dialogue.

| Faculty, Staff, Administrators Annual Survey Results All Employee Responses | | | |
|--|------|------|--------|
| Within the past year, I participated in a dialogue or attended a meeting focused on _____. | 2010 | 2011 | Change |
| Academic Senate business | 35% | 37% | 2.0% |
| College Council business | 21% | 26% | 5.0% |
| Division or Program matters | 74% | 83% | 9.0% |

Figure 80

| Faculty, Staff, Administrators Annual Survey Results Faculty Responses | | | |
|--|-------|-------|--------|
| Within the past year, I participated in a dialogue or attended a meeting focused on _____. | 2010 | 2011 | Change |
| Academic Senate business | 31.0% | 37.7% | 6.7% |
| College Council business | 65.0% | 73.9% | 8.9% |
| Division or Program matters | 93% | 93% | 0.0% |

Figure 81

Actionable Improvement Plan

The College will continue to survey all faculty and staff to assess communication and understanding of governance.

The College will assess the Kauhale model regarding its effectiveness in facilitating communication.

The College will take steps to improve communication related to the various governance bodies.

A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The College is committed to transparency and compliance in its relationship with all external agencies, including the Commission. Since the College's separation from UH Hilo and its subsequent reorganization as a separate institution within the UHCC System in 1990, it has completed self evaluations for the Commission in 1994, 2000, and 2006. Throughout these review processes, the College has demonstrated its ability to fully comply with ACCJC's standards, policies, and guidelines.

The College's dedication to the review process is evidenced by its response to ACCJC's recommendations from the 2006 self evaluation. The College's Accreditation Progress Report, submitted October 15, 2008 (233), and Midterm Report, submitted on October 15, 2009 (229), addressed the Commission's six recommendations. The Commission accepted the report on January 29, 2010, noting, "Hawaii Community College provided a detailed description of the work accomplished in the area of institutional long-term planning, program review and department planning, assessment of student learning, facilities issues, and governance practices. In addition, the College provided ample evidence of the work accomplished and updated the Commission on its self-identified action plans. The Midterm Report was complete and supported by evidentiary documentation that each of the recommendations made by the comprehensive evaluation team has been met" (234).

During the current review period, the College has filed all required Commission reports in a timely manner. The College has regularly submitted its Annual Fiscal Report to ACCJC. In addition, the accreditation liaison officer has overseen submission of three substantive change reports, including those for the substance abuse program in 2008 (7), the associate of arts degree in 2009 (100), and the fire science program in 2010 (8).

The College supports full disclosure of self evaluation activities, making copies of the 2006 self evaluation (235) available on the accreditation webpage (12) and in Mookini Library.

To ensure adherence to Commission requirements in the 2012 self evaluation, the College's report team, including the accreditation liaison officer, self evaluation co-chairs, standard chairs, the archivist, and editors, attended the ACCJC training hosted by Honolulu Community College on September 24, 2010. The College also sent a team of six faculty, staff, and administrators to the ACCJC Regional Workshop on February 28, 2011.

In addition to the ACCJC accreditation, the College maintains other specialty accreditations: The Early Childhood Program/Children's Center is accredited by the National Association for the Education of Young Children (NAEYC) (111) (112). The Culinary Arts Program is accredited by the American Culinary Federation Foundation, Inc., Accrediting Commission (ACFFAC) (114). The Intensive English Program is accredited by The Commission on

English Language Program Accreditation (CEA) (113). The Nursing and Allied Health Program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC) (110).

Self Evaluation

The College meets this standard. The College demonstrates honesty and integrity in its relationships with all external agencies, including the Commission and other accrediting bodies. The College acts in a timely manner to ensure that Commission requirements are met. In addition, the College provides full disclosure to faculty, staff, students, and the public regarding self evaluation activities.

Actionable Improvement Plan

No action is required at this time.

A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College regularly evaluates leadership, governance, and decision-making structures. The College Council and Academic Senate both have surveyed constituents, with surveys completed in 2009 and 2012. Both bodies have shared results from 2009 (57) (58) and will share results from 2012.

The College's *Faculty, Staff, Administrators Annual Survey* includes questions that assess the effectiveness of the administrative team, including the chancellor; vice chancellors for academic affairs, administrative affairs, and student affairs; and deans of Career and Technical Education and liberal arts. Survey questions (71) include whether each leadership member creates a positive environment for empowerment, innovation, and institutional excellence, and whether the member is responsive to College needs. The high rate of participation in the annual survey, with response rates of 57 and 58 percent during 2010 and 2011 respectively, has provided the College with significant data regarding the effectiveness of leadership.

The chancellor is evaluated through an annual UH System Presidential Performance Review. In accordance with BOR policy, Chapter 9, Personnel (26), the chancellor annually evaluates the executive staff. BOR policy also requires additional annual evaluations of executive and managerial personnel. The results of all of the administrative assessments are confidential and are not distributed to faculty or staff.

Self Evaluation

The College partially meets this standard.

Regarding governance bodies, the College has assessed the Academic Senate and College Council twice since the 2006 self evaluation. However, the College recognizes the need to create a regular evaluation schedule.

The Academic Senate survey results from 2009 (58) show that more than 80 percent of faculty respondents feel that the senate provides timely, effective communication to faculty and the administration. The senate regularly publishes its meeting schedule, findings, and actions on its website (87), where it also maintains related links to College and UH System resources.

The College Council's 2009 survey found that the majority of respondents agreed that the College Council serves its purpose, adequately represents the College community, and provides timely information (57). Based on this survey, the College Council generated improvement action items, including increasing email and web communications and doing additional outreach to department, divisions and units. Like the Academic Senate, the College Council regularly posts its agenda, findings, and minutes on its webpage (86).

Regarding leadership, the College engages in regular evaluation of administration and shares non-confidential results with the College community. The results from the *Faculty, Staff, Administrators Annual Survey* from 2010 and 2011 show that a majority of respondents perceive those in leadership positions as creating a positive environment for empowerment, innovation, and institutional excellence, and responding to the College's needs (71).

However, for the question related to leadership response to College needs, at least 28 percent of respondents indicated that leadership in this area is not relevant to them, which indicates that leadership members need to provide clearer communication regarding their roles.

Actionable Improvement Plan

The College will establish a regular evaluation schedule for governance bodies.

College leadership personnel will clarify their roles in responding to College needs.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Overview

In 1907, the University of Hawai‘i was established based on the model of the U.S. system of land-grant universities created by the Morrill Act of 1862. In the 1960s and 1970s, the University of Hawai‘i was developed into a system of accessible and affordable campuses.

These institutions currently include the following:

- a research university at Mānoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine
- a comprehensive primarily baccalaureate-granting institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees
- a baccalaureate institution at West O‘ahu, offering liberal arts and selected professional studies
- a system of six open-door community colleges spread across the islands of Kaua‘i, O‘ahu, and Hawai‘i, offering quality liberal arts and workforce programs.

In addition, the University administers UH Maui College, which operates outreach centers located on the islands of Moloka‘i and Lāna‘i. Outreach centers are also operated on the island of Hawai‘i in Kealahou, administered by Hawai‘iCC; and in the Wai‘anae/Nānākuli area of O‘ahu, administered by Leeward CC.

The Office of the University of Hawai‘i Community Colleges (UHCC) System, led by the vice president for community colleges, is located near the UH Mānoa campus on O‘ahu. The Office of the Vice President for Community Colleges is located on the UH Mānoa campus, along with offices for the other UH System executive level administrators.

The University System

The current UH System organization is a result of the June 2005 Board of Regents (BOR)-approved reorganization of the community colleges, which included the creation of a vice president for community colleges (VPCC), responsible for executive leadership, policy decision making, resource allocation, development of appropriate support services for the six community colleges, and re-consolidation of the academic and administrative support units for the community colleges (236). A dual reporting relationship was created whereby the community college chancellors report to the VPCC for leadership and coordination of community college matters, and concurrently report to the UH System president related to System-wide policymaking and decisions. The dual reporting relationship preserves previous BOR action that promoted and facilitated campus autonomy in balance with System-wide

academic and administrative functions and operations. College chancellors retain responsibility and control over campus operations, administration, and management.

All ten chancellors continue to report to the UH president and collectively meet as the Council of Chancellors to provide advice on strategic planning, program development, and other matters of concern. The community college chancellors meet as the Council of Community College Chancellors to provide advice to the UH president and vice president for community colleges on policy issues and other matters of community college interest.

The Regents Candidate Advisory Council of the University of Hawai‘i

The advisory council was created by Act 56 ([237](#)), 2007 Hawai‘i Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai‘i State Constitution ratified by the voters on November 7, 2006. The council is tied to the University of Hawai‘i for administrative purposes. The council identifies candidates for the University System’s governing Board of Regents ([18](#)). The council presents pools of qualified candidates to the governor of Hawai‘i, from which candidates are nominated and, with the consent of the state Senate, appointed by the governor.

Seven members comprise the advisory council ([19](#)). They establish the criteria for qualifying, screening and forwarding candidates for membership on the UH Board of Regents. The council advertises vacancies and solicits and accepts applications from potential candidates.

In 2008, Act 56 was amended by Act 9 ([238](#)), which established a residency requirement. In 2010, Act 9 was amended by Act 58 ([239](#)), which ensured student involvement by the creation of a student advisory group.

The Board of Regents Structure

As a result of changes in state law, the Board of Regents (BOR) was increased to fifteen members. A Regents Selection Advisory Committee nominates candidates, who are selected by the governor and confirmed by the state Senate.

While the Community College Committee of the BOR ([240](#)) continues as a standing committee, community college actions requiring BOR approval are discussed and acted upon by the full board through the regular board meetings. There have been no difficulties in moving items to the board or in getting timely approval of action items. The VPCC remains the principal liaison with the full BOR and the standing Community Colleges Committee on all community college matters. The standing committee met as a separate committee in March, April, and November, 2010, and in January and March, 2012 ([241](#)). A report from the standing committee chair to the full BOR was included in the November 19, 2010 meeting. The BOR intentionally holds meetings on all campuses within the UH System.

The main agenda item for the standing committee meetings is listed as “Campus Issues and Concerns—Information Only and Campus Tour.” The standing committee’s schedule is structured to include an open comment period for the community, and meetings with student leaders, faculty leaders, and administration.

Achieving the Dream

In fall 2006, the then-interim VPCC, on behalf of the UHCCs, filed a letter of intent to join the national Achieving the Dream (AtD) initiative. Implementation began in July 2006 and has continued through June 2012. A Core Team and a Data Team were set up under the VPCC. Members have included initiative-director representatives from each of the community colleges, and staff from the Office of the VPCC. The five AtD goals for student success were adopted with particular focus on addressing the success gaps for Native Hawaiian students. Although the UHCC focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the initiative. The commitment to the initiative is evidenced by the inclusion of many AtD goals within the UHCC Strategic Plan, thus ensuring continuance beyond the time frame of AtD (94).

Act 188 Task Force

Act 188 was adopted by the 2008 state Legislature (242) to establish a task force that would make recommendations on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

UHCC Strategic Planning Council

In spring 2008, the planning council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B (77). The VPCC visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity—all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015 (76). Underlying the System goals and outcomes are college-level goals and outcomes. In fall 2008, the UHCC planning council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance, and made public the results of its work. The Office of the VPCC distributes updated annual performance data (93) in the spring of each year and the VPCC holds forums at each college to discuss the UHCC System and college-level performance.

Assessment of the strategic planning process is conducted regularly using the Community College Inventory survey. Survey data are used for determining progress in performance measures related to Goal E of the Strategic Plan, which states that the UHCC System will “develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”

UH Community College Enrollment Growth Funding

Beginning with the fiscal biennium budget for 2007 to 2009, general funds have been appropriated by the state Legislature to the University of Hawai‘i Community Colleges to cover the differential costs—those costs not met by tuition revenue—for additional credit classes/credits required to meet student demands. These general funds are to be used only to

defray costs, with any remaining funds returned to the state's general fund at the end of each fiscal year ([243](#)).

Change in University of Hawai'i System Presidency

On August 1, 2009, Dr. M.R.C. Greenwood became the fourteenth president of the University of Hawai'i. Dr. Greenwood previously served as chancellor of the University of California, Santa Cruz, and vice chancellor for academic affairs within the University of California (UC) System. During her tenure with the UC System, Dr. Greenwood had close working relationships with area community colleges and became familiar with WASC and the accrediting requirements.

Dr. Greenwood highlighted the work of the UH community colleges in her inaugural speeches, focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the Achieving the Dream (AtD) and National Association of System Heads (NASH) Access to Success initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting. There are no immediate plans to change the current organizational structure as it relates to the community colleges.

The Hawai'i Graduation Initiative and Complete College America

The Hawai'i Graduation Initiative is aimed at increasing the number of college degrees awarded by 25 percent by the year 2015.

Hawai'i, along with 16 other states, form the Complete College Alliance of States, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the UH president will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda ([244](#)). The Hawai'i team's members include the UH VPCC; the president of Chaminade University; the director of the Hawai'i Department of Business, Economic Development and Tourism; the chair of the Hawai'i State Senate Committee on Higher Education; the chair of the Hawai'i House of Representatives Committee on Higher Education; the superintendent of schools for the Hawai'i Department of Education; the executive director of the Hawai'i Workforce Development Council; and the executive director of Hawai'i P-20.

Amendments to Board of Regents Bylaws

Section 304A-104 of the Hawai'i Revised Statutes was changed to read that officers of the Board of Regents shall consist of a chairperson and up to two vice chairpersons. The chairperson and vice chairpersons shall now be elected by the board at a meeting preceding July 1 of each year ([245](#)).

B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The College presents an in-depth description and evaluation of this standard in subsections a. through j.

B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Governance of the University of Hawai‘i is vested in a 15-member Board of Regents (BOR). A Regents Selection Advisory Committee nominates candidates, who are selected by the governor and confirmed by the state Senate. Membership on the BOR is controlled by State Law, Chapter 304A-104-3, which states that the “affairs of the university shall be under the general management and control of the Board of Regents.” This statute establishes BOR membership characteristics, including the size of the body, member selection, term of office, meeting requirements, and compensation (245).

Board of Regents bylaws and policies define the duties and responsibilities of the board and its officers and committees (22). The BOR is responsible for the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the System and approving any changes to them; adopting academic and facilities planning documents for the System and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the president; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the president of the University and approves other executive appointments, including vice presidents, chancellors, and deans. Evidence of the BOR as an independent policy-making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave greater autonomy to the University of Hawai‘i. Although the state constitution had previously granted the BOR authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the BOR could not take action unless specifically permitted by legislation. The constitutional amendment removed that clause (246). The BOR and administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University seeks with the state.

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members—the executive administrator and secretary to the BOR and the executive assistant—and three secretaries. System administrative staff also provides support to the BOR as needed.

BOR Policy Chapter 9, Section 9-12, addresses recruitment and appointment of executive and managerial personnel (26). BOR Policy Chapter 2, Section 2-3, details the evaluation of the UH president (247).

In accordance with the state’s Sunshine Law (248), all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents bylaws and policies—as well as agendas and minutes of meetings—are publicly available at the BOR website (241).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai‘i Systemwide Executive Policies and the University of Hawai‘i Systemwide Administrative Procedures Manual. These documents are available on the web as part of the Administrative Procedures Information System (186).

The issues of the community colleges are being addressed appropriately by the Board of Regents. BOR minutes show many agenda items focused on the needs and issues of the community colleges. The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college’s climate and culture. The Regents have had a long-standing practice of annually holding meetings on each of the University’s campuses (241).

The BOR adopted the *University of Hawai‘i Community Colleges Strategic Plan 2002-2010* on November 22, 2002 (249). The UHCC Strategic Plan (250) states that the community colleges have a special mission within the UH System, which includes the following:

- Access: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- Work Force Development: To provide the trained work force needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.
- Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and noncredit courses and activities.
- Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

In 2008, the UHCC System updated the Strategic Planning Context, UHCC Strategic Planning Context Appendix A (251), and developed Strategic Outcomes and Performance Measures 2008-2015 Appendix B (77), which provides a more uniform method for evaluating progress. The plans and performance measures are in line with the University of Hawai'i System Strategic Plan. UHCC strategic planning is overseen by the Community College Strategic Planning Council. The roles and responsibilities of the Strategic Planning Council are codified in UHCC policy 4.101 (17). The council is made up of chancellors, academic senate chairs, and student body presidents from each college, and the vice president and associate vice presidents for the UHCC System. Each college has a strategic plan that is integrated with the UHCC Strategic Plan.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The descriptive summary for section B.1.b. of this standard addresses the BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the University. Increased autonomy granted to the University by the state Legislature over the past decade

guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of BOR policies is the responsibility of the UH president and the executive managerial team.

The UH System president prepares a budget which includes all elements of the University. When approved by the BOR, the budget is submitted to the state Legislature. Allocation of resources is System wide following legislative appropriations. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the president for inclusion in the larger university budget. The UHCC Strategic Plan sets benchmarks and numeric goals. The colleges set local goals, relying on program review data. In this way, the colleges' planning aligns with the overall goals set by the Strategic Planning Council. The president's final budget recommendation is communicated to the community college chancellors.

Upon approval by the BOR, the University's operating and Capital Improvement Projects (CIP) budget requests are submitted simultaneously to the state governor for review, and incorporated into the executive budget request for the state and provided to the Legislature for informational purposes. The executive budget request for the state is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices, including any restrictions imposed on legislative appropriations, are transmitted to all state agencies. The governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units, including UH Mānoa, UH Hilo, UH West O'ahu, the community colleges, and System-wide programs. State law allows the governor to withhold or restrict Legislative appropriations. General fund allocations, reduced by any restrictions imposed by the governor, are made to each major organizational unit. The UH president is authorized to determine distributions of general fund restrictions, as well as reallocations between major organizational units. The vice president for community colleges and the community college chancellors determine general fund allocations to individual community colleges, normally maintaining established levels of current service funding.

Due to declining levels of state funding support, it has become necessary to make colleges responsible for a pro rata share of certain unfunded costs that are administered on a System-wide basis. These costs include risk management program costs, including legal settlements; private fundraising costs; and workers' compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawai'i annually. The University's financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standard Board (GASB) principles. In July of 2005, with changing auditing standards, ACCJC accepted "...the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements with an opinion on such supplemental information in relation to the University's consolidated financial statements

taken as a whole ...” as documentation of audit requirements for the University of Hawai‘i community colleges.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The BOR maintains a website where it publishes bylaws, meeting minutes, and policies, including all of those referenced in this standard (252).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The BOR conducts meetings and administers the business of the UH System in accordance with the state Sunshine Law. BOR minutes are maintained and published following each meeting and are available on the website (241). BOR Policy Chapter 2, Administration, Section 2-4, references BOR Policy on Board Self Evaluation (247). In addition, the administration submits recommendations for policy and policy revisions, as necessary.

During 2010 and 2011, the BOR initiated and completed a review of all BOR policies to ensure they followed best practices and to meet the intent of revisions in three areas: make “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and propose delegations of authority to enhance operational efficiency and effectiveness.” UH System vice presidents were assigned specific chapters for review and revision (253).

The University of Hawai‘i All Campus Council of Faculty Senate Chairs (ACCFSC) (254) was advised of the proposed amendments to BOR policies through a memo from the BOR chair on February 3, 2011. At the February 25, 2011, ACCFSC meeting (255), concern was raised about the rapid turnaround time for faculty consultation. In response to the request by the ACCFSC co-chair to the BOR, the deadline for feedback was extended. Individual college senates reviewed the proposed amendments, and senate chairs sent faculty feedback

to the ACCFSC. Proposed amendments to BOR Policies, Chapters 1-8 and 10-12, were approved by the BOR at its March 17, 2011 meeting (256). At its April 21, 2011 meeting, the BOR approved additional amendments that clarified policy language for Chapters 1-8 and 10-12, and engaged in in-depth discussion regarding Chapter 9 (257).

BOR Policy Chapter 2, Administration, Section 4, Policy on Board Self Evaluation, requires that the BOR conduct a self-study of its stewardship every two years (247). The policy includes evaluating responsibility, process, and outcomes.

In April 2010, the BOR received a briefing and workshop from WASC executives (258). In January (253) and September (259) 2011, Dr. Terry MacTaggart of the Association of Governing Boards provided the BOR with briefings and workshops on best practices.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Governance of the University of Hawai'i is vested in a 15-member Board of Regents. A Regents Selection Advisory Committee nominates candidates, who are selected by the governor and confirmed by the state Senate. Hawai'i Revised Statutes (HRS), Section 304A-104 (245), sets the term of office as five years, except for the student member, whose term is two years. The statute provides for staggered terms. Every member may serve beyond the expiration date of the member's term of appointment until the member's successor has been appointed by the governor and confirmed by the Senate. Members may serve no more than two consecutive five-year terms.

The UH president facilitates an annual briefing and workshop on best practices for all Regents, which is conducted by the Association Governing Boards (AGB) (253). New Regent Orientation has been conducted by the UH executive vice president for academic affairs/provost. Orientations have been conducted on August 24, 2010; May 20, 2011; and September 21, 2011. At the BOR February 23, 2012, meeting, the BOR adopted changes in their bylaws to reflect the obligation to conduct timely orientation of new members (260).

The University has also developed the *Board of Regents Reference Guide*. An updated copy was released in May 2011 (21).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

BOR Policy Chapter 2, Administration, Section 2-4, Policy on Board Self Evaluation, details the purpose, policy, responsibility, process, and outcomes for BOR self evaluation (247).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Article X of the BOR Bylaws and HRS Chapter 84 address the BOR's stated process for dealing with unethical behavior (22).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Accreditation is part of the training for new BOR members (21). In April 2010, the BOR participated in a three-hour workshop presented by the WASC president and executive director and the ACCJC president (258). The Office of the Vice President for Community Colleges keeps the BOR informed about the accreditation process and coordinates the schedule of college self evaluations submitted to the BOR, which approves self evaluations at the board's summer meeting (261).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The president of the University of Hawai'i System has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR Policy Chapter 2, Administration, Section 2-3, provides for the duties and evaluation of the president of the UH System (247). Minutes from the BOR meeting of January 20, 2011, show approval of the president's goals for the academic year and extension of the president's contract with the University (262).

The BOR approves the appointment of the vice president for community colleges (VPCC), who is evaluated by the president of the UH System.

The BOR approves the appointment of each college chancellor, who reports to both the VPCC and the UH president and is evaluated by both.

Within the current self evaluation period, the University completed successful searches for two community college chancellors and the president of the University of Hawai'i System. BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.2. The president (chancellor) has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The College presents an in-depth description and evaluation of this standard in subsections a. through e.

B.2.a. The president (chancellor) plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The chancellor is the chief executive officer (CEO) for Hawai'iCC and has a dual reporting line to both the UH president and the UH vice president for community colleges. The chancellor is also a member of the Council of Chancellors, which advises the president on policies to ensure the UH mission is met and goals achieved.

According to the UH System's Classification Plan for chancellors (228), the Hawai'iCC chancellor is responsible for providing "visionary leadership in developing, designing, facilitating, and implementing campus plans, initiatives, policies and procedures to support and promote excellence across the System and the campus. She is responsible for all administrative and academic matters of the campus, including budget planning and execution, human resources management, facilities management, long- and short-range academic and administrative planning, community outreach, fundraising, and entrepreneurial activities." The chancellor has primary responsibility for carrying forward the Strategic Plans of both the UH System and the College. In this capacity, the chancellor is responsible for communicating strategic goals to the College's faculty, staff, and students, and for providing feedback from the College to the UH System administration.

The chancellor's administrative team includes the following executive- and managerial-level personnel: the vice chancellor for academic affairs, also considered the chief academic officer; the vice chancellor for student affairs; the vice chancellor for administrative affairs; the director of the Office of Continuing Education and Training; the director of the UH Center, West Hawai'i; the dean of Liberal Arts and Public Services; and the dean of Career and Technical Education (263).

To facilitate planning and continuous quality improvement for the College, the chancellor's administrative team advises her on planning, budgeting, organizing, and staffing. The team meets weekly and on an as-needed basis to address emergencies.

Hawai'iCC's College Council, whose campus-wide representation includes the chancellor, also acts as an advisory group, providing input regarding College issues. The council's chair is a non-administrator who meets with the chancellor on a regular basis to develop the agenda for monthly meetings.

Self Evaluation

The College meets this standard. The chancellor's position includes oversight of an administrative team designed to appropriately address the College's mission and fulfill the goals of the UH System's and College's Strategic Plans.

Actionable Improvement Plan

No action is required at this time.

B.2.b. The president (chancellor) guides institutional improvement of the teaching and learning environment by the following:

- 1. establishing a collegial process that sets values, goals, and priorities;**
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

Through the chancellor's office, the College institutes processes that support ongoing improvements in the teaching and learning environment.

As CEO, the chancellor oversees the College's integrated planning activities, which include annual and comprehensive five-year program and unit reviews. Under the chancellor's direction, the CERC evaluates requests generated during the review process, measuring their relevance to Strategic Plan goals and providing the chancellor with budget recommendations. The chancellor's focus on these processes has emphasized the primary role of research and analysis within institutional planning. The chancellor's focus on a formal integrated planning process has also ensured representative, collegial procedures that coordinate the College's budget with Strategic Plan goals. The chancellor's emphasis on faculty involvement throughout review processes and governance activities—in particular through the Academic Senate—has ensured that academic planning remains a priority in resource allocation.

In addition, the chancellor has maintained a focus on improvements to the teaching and learning environment through the activities of the ad hoc Assessment Committee. The committee continues to monitor and refine the annual and comprehensive program and unit review processes, the evaluation of comprehensive program and unit reviews by the CERC, and the development and implementation of assessment plans for student learning outcomes in all programs and units.

During 2011, the chancellor took additional steps to support continuous quality improvement in the area of planning, working with College constituencies to develop the policy on Integrated Planning for Institutional Effectiveness ([38](#)), which was endorsed by College governance groups in fall 2011. This policy strengthens the College's coordinated planning activities, assigning responsibility for the creation of Academic, Technology, and Resources Master Plans that will formally link the College's Strategic Plan outcomes with comprehensive program and unit review processes, further establishing procedures to evaluate overall institutional planning and effectiveness.

To support collegial processes that improve the teaching and learning environment, the chancellor holds Wala'au (which means "to converse" in Hawaiian) focus-group sessions that establish values, goals, and priorities; communicate information; and generate interdisciplinary feedback on College matters. Wala'au sessions have been held on System

and College initiatives, such as Achieving the Dream; grant activities; remedial and developmental education; and the accreditation process.

Self Evaluation

The College partially meets this standard. The chancellor directs established procedures that effectively guide institutional improvements in the teaching and learning environment. The College recognizes that establishment of the Academic, Technology, and Resources Master Plans will further strengthen the chancellor's ability to guide effective integrated planning.

Actionable Improvement Plan

The chancellor will use the College's master plans to further ensure that integrated planning guides improvements in the teaching and learning environment.

B.2.c. The president (chancellor) assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The College's chancellor has established processes that ensure the implementation of appropriate statutes, regulations, and governing board procedures, and assure that College practices are consistent with its mission.

The chancellor takes action to implement new requirements and disseminates UH System information through regular weekly meetings with her administrative team, who assure appropriate steps are taken within their respective areas. In addition, the chancellor regularly communicates with personnel to ensure compliance with regulations, as seen with her annual emails that require personnel to complete the Preventing Sexual Harassment online tutorial and emphasize compliance with the UHCC System's policy on professional ethics (53).

The chancellor also assures consistency with the UH System through policy actions, overseeing the need to revise, create, or delete policies through her vice chancellors, according to their respective areas of responsibility. The chancellor provides final approval to policy actions once appropriate reviews and approvals are given by applicable governing bodies, such as the Academic Senate. Subsequently, the chancellor ensures appropriate notification and implementation through her vice chancellors' offices.

Self Evaluation

The College meets this standard. The chancellor has instituted processes that assure implementation of applicable policies, statutes, and regulations and that provide for institutional practices that support the College's mission.

Actionable Improvement Plan

No action is required at this time.

B.2.d. The president (chancellor) effectively controls budget and expenditures.**Descriptive Summary**

The chancellor controls budget and expenditures through the College's integrated planning processes. Programs and units submit budget requests in their five-year comprehensive program and unit reviews. Programs and units must link budget requests with the College's Strategic Plan goals. The CERC evaluates the reviews and prioritizes budget requests, which are forwarded to the chancellor. The chancellor leads her administrative team in a review of budget requests, which are submitted with specification as to how they align with UHCC and UH System initiatives.

In addition, the chancellor maintains an ongoing focus on the College's budget, reviewing detailed monthly budget reports from her vice chancellor for administrative affairs, as well as weekly updates. In this way, the chancellor is able to track finance changes within the College's programs and units and make adjustments as needed. To ensure transparency, the chancellor directs her administrative team to share budget findings with program and unit heads, who discuss reports with division and department chairs.

Under the direction of the chancellor, the vice chancellor for administrative affairs also provides monthly payroll projection updates, to which the chancellor refers when making decisions regarding unfilled positions.

Self Evaluation

The College meets this standard. The chancellor tracks expenditures on a regular basis and uses the information to make informed decisions related to the budget. As an example, due to recent budget cuts, the chancellor directed programs and units to reduce expenditures by 10 percent. Programs and units responded, and the 10 percent reduction was achieved.

Actionable Improvement Plan

No action is required at this time.

B.2.e. The president (chancellor) works and communicates effectively with the communities served by the institution.**Descriptive Summary**

The chancellor works and communicates effectively with the community. Under the direction of the chancellor, administrative team members serve on a number of community boards, including the Hawai'i Island Chamber of Commerce, the Japanese Chamber of Commerce, the Industry of Hawai'i Workforce Investment Board, and the North Hawai'i Educational Resource Center. The chancellor's weekly administrative team meetings include reports on community board activities. In this manner, the chancellor is able to maintain a broad range of communication within the community.

The chancellor also supports program advisory councils in providing input to all Career and Technical Education programs. Each program meets with its council one to two times a year to ensure that the program continues to meet community and employer needs.

In addition, the chancellor ensures administrative support for a number of College projects designed to facilitate College-community communication. The Model Home Project (99) is a multi-program collaboration between four College programs and the Department of Hawaiian Home Lands (DHHL) that provides hands-on experience for students and results in the design and creation of a new home for a low-income Native Hawaiian family. The Kamoleao Community Resource Center (264) is a collaboration between the College and various federal and nonprofit organizations which is rehabilitating an undeveloped property into a community center with native forest and edible gardens. Faculty has communicated with the local community to determine needs and has worked with funding agencies to obtain and manage grant funds for the project.

Self Evaluation

The College meets this standard. The chancellor ensures that the College communicates and works effectively with the communities it serves.

Actionable Improvement Plan

No action is required at this time.

B.3. In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

The College presents an in-depth description and evaluation of this standard in subsections a. through g.

B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.

Descriptive Summary

The University of Hawai‘i Community Colleges (UHCC) System includes six community colleges, as well as UH Maui College, which is now accredited by the WASC Accrediting Commission for Senior Colleges and Universities. Colleges are located on the main Hawaiian islands of Hawai‘i, Kaua‘i, Maui, and O‘ahu. The islands of Lāna‘i and Moloka‘i are served by Education Centers staffed and operated by UH Maui College. The UHCC office is located on O‘ahu at a central site independent of the six colleges. The six colleges of the System form an interdependent network that is nested within the ten-institution University of Hawai‘i System.

Community college chancellors report to the UH System president for System-wide policy making and decisions impacting the campuses and to the vice president for community colleges (VPCC) for leadership and coordination of community college matters. The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus

autonomy in balance with System-wide academic and administrative functions and operations (265).

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership activities of the vice president, who provides primary direction in setting and communicating expectations of educational excellence and integrity throughout the community college system and assures support for the effective operation of the community colleges. The functional statement also makes clear that each community college chancellor has full responsibility and authority to implement and administer delegated System policies and is accountable for the operations of the college. The 2005 organizational changes expanded the authority and responsibility of the chancellor, for example, related to personnel decisions.

Through a series of meetings in spring 2006, the VPCC, his senior staff, and the community college chancellors, developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the University of Hawai'i System Offices, the UHCC System Office, the BOR, the State of Hawai'i, and the colleges. The functions are regularly reviewed by the Council of Community College Chancellors and updated as needed. Following a major review of BOR policies in the spring of 2011, and of the delegation of some functions to the UH president, vice president, and chancellors, chancellors reviewed and revised the UHCC Functional Road Map in 2011-2012 (266).

A number of UH and UHCC System-wide committees and workgroups advise the VPCC, System leaders, and the chancellors, as appropriate. UHCC faculty and administration groups work on developing new UHCC policies and have begun the process of converting the former Chancellor for Community College Memoranda to UHCC policies (267).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Office of the Vice President for Community Colleges provides centralized support services in the areas of administrative affairs and academic affairs. The Office of the Associate Vice President for Community Colleges Academic Affairs is responsible for providing leadership in internal operational policy-making that has impact on the development and implementation of System-wide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of academic support services; academic planning, assessment, and policy analysis; career and technical education; student affairs; and workforce development (265).

The Office of the Associate Vice President for Community Colleges Administrative Services is responsible for facilitating and coordinating all aspects of administrative services for community colleges. The office provides leadership, assistance, and coordination in the areas of budget and planning; equal employment opportunity and affirmative action (EEO/AA); facilities and environmental health; human resources; marketing communications; and research, training, commercial enterprises, and emergency management.

The University of Hawai‘i Capital Improvements Projects (CIP) are managed at the System level by the Office of Capital Improvements, which oversees major CIP projects on University campuses (268). Overall community college repair and maintenance and capital improvement are under the Office of the Associate Vice President for Community Colleges Administrative Services. Colleges have responsibility for routine maintenance, and health and safety issues. Colleges work with consultants to develop Long Range Development Plans, which are used by the System to develop capital improvement plans (265).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with state law, the University submits a biennial budget request, financial plan, and program performance reports to the governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and Capital Improvement Project (CIP) funds for the University are appropriated by major organizational units, including UH Mānoa, UH Hilo, UH West O‘ahu, and UHCCs. The statutes governing the State of Hawai‘i budget preparation process are primarily reflected under Chapter 37 of the Hawai‘i Revised Statutes (269).

The UHCC System office coordinates the budget development and request process for the UHCC System (270), which is viewed as a single unit in the University of Hawai‘i budget. The budget process is grounded in the Strategic Plans of the University of Hawai‘i System, the UHCC System, and each college. The Community College Strategic Planning Council (SPC) is the primary body for assuring System-wide participation in the UHCC strategic planning process. The SPC includes college chancellors, Academic Senate chairs, and Student Government chairs, and the vice president and associate vice presidents for the community colleges. The SPC develops a planning context that identifies System budget request categories and priorities to ensure consistency with UHCC Strategic Plan goals. SPC oversight ensures that strategic planning and budget development remain closely linked processes. The guiding principles of the Community College Strategic Academic Planning

Process, which defines the role of the Strategic Planning Council (SPC), are codified in UHCC policy 4.101 (17). At the UHCC System level, the community college chancellors, with support from the associate vice presidents and their staffs, collaboratively review, categorize, and prioritize college budget requests. Key determinants in approving budget requests are quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Budget details are maintained at the individual college level, and the budget is summarized and consolidated at the University of Hawai‘i Community Colleges System level.

The University’s budget preparation process focuses on aligning allocations with the System’s strategic planning outcomes. The president’s *2011-2013 Biennium Budget Policy Paper* (271) establishes that budget allocations align with the Strategic Plan and be based on performance measures. In addition, the president’s budget policy paper establishes the associated process for making budget decisions. Once the proposed budget is finalized, the president submits the budget proposal to the BOR for final approval. The University’s final BOR-approved budget is presented to the governor and Legislature for consideration and approval. At their discretion, the governor and Legislature may add budget items to address areas of high priority to the state.

Although position counts and funding are appropriated by the Legislature at the UHCC System level, details on decisions related to individual college budget requests are provided on Legislative worksheets. The practice of the UHCC System has been to appropriate college funds in accordance with Legislative intent.

While state general funds provide the most significant financial resource for the colleges, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years both as a result of higher tuition rates and the rapid growth in the student population. Other non-general funding resources, including special funds, revolving funds, extramural funds, and UH Foundation funds, are also generated and retained by each college.

The vice president for community colleges has functional responsibility for providing a fair distribution of resources that is adequate to support the effective operations of the community colleges (265). The vice president’s work is reviewed by the president for results and effectiveness. The VPCC, in consultation with the Council of Community College Chancellors, has implemented a series of measures to differentially allocate resources across the colleges to meet strategic planning outcomes and address the needs identified in the program review process.

In addition, Act 188 was adopted by the 2008 state Legislature (272) to establish a task force that would make recommendations on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.” The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students, and include an incentive and performance component.

After deliberation and consultation with the UH president and the Board of Regents, the Act 188 Task Force in 2011 (273) recommended to the Hawai‘i State Legislature that the University’s biennium budget for 2011 to 2013 include the following components:

- an outcomes component that provides funds to the University based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science Technology Engineering and Math (STEM) graduation, enrollment of low-income students, and student transfer
- an enrollment component that provides funds to the University based on actual enrollment increases.

Due to the downturn in the state economy, funding for the requested components was not approved for 2011 through 2013. However, in 2012, the UHCCs internally reallocated \$3.5 million to provide incentive funding for meeting the goals contained in the UHCC Strategic Outcomes and Performance Measures, 2008-2015 (77), as well as \$1.5 million to supplement \$1.7 million in general funds for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over the baseline year of 2007, and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction (243).

An additional \$2 million was also identified for System-wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the Achieving the Dream initiative, and address other strategic planning requirements. Examples of other initiatives designed to ensure adequate resources System-wide include internal reallocations to support different need-based financial aid scholarship requirements at each college (274), and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis (275).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The statutes governing the State of Hawai‘i budget execution process are primarily included within Chapter 37 of the Hawai‘i Revised Statutes (269). The University implements the budget execution process as required by state law (276). While the University is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The University’s adherence to allocations, ceilings, quarterly allotments, and approval processes provide appropriate monitoring, controls, and safeguards in the budget execution process.

The Financial Management Information System (FMIS) of the University of Hawai‘i was implemented on July 1, 1996, and provides the basic mechanism to monitor and control the financial resources of the University of Hawai‘i (225). FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University. FMIS is designed to adhere to federal, state, and University requirements; address management information needs; and comply with accounting principles for colleges and universities (277). Quarterly allotment monitoring and control requirements are programmed in FMIS, with transaction edits currently maintained at the college/fund level. A separate project-based expenditure category for contracts and grants is in place to administer these types of funds. Other funds, including endowments, bonds, and financial aid, are also maintained and controlled as appropriate under FMIS.

The Budget Level Summary (BLS) system provides fund management (278). The BLS system is a management tool designed to provide college administrators with relevant data for managing available resources, as well as serve as a reporting mechanism to inform central administration, the Board of Regents, and the Legislature of the financial status of individual college funds throughout the fiscal year. The BLS system projects the current fiscal year-end financial status of each fund, based upon the consideration of current cash balances, projected current year expenditures/encumbrances, projected current year revenues, projected transfers/loans, and other relevant factors. The BLS system is integrated with the formal budget execution and control process established under FMIS and the state budget allocation system. The BLS system is updated on a quarterly basis, and BLS reports are available at each campus.

The BLS system is also used to monitor the status of special and revolving fund cash reserves as compared with the standards set by the UHCC Unrestricted Fund Reserve Policy (35). The Unrestricted Fund Reserve Policy was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of special and revolving fund cash reserves is provided with BLS system information on a quarterly basis.

The University of Hawai‘i is in the process of developing and testing a replacement for FMIS. The new system, Kualii Financial System (KFS), is scheduled to go online on July 1, 2012. KFS is an open-source financial system, collaboratively designed among partner schools to meet the needs of all college-level institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date, and provide improved data-driven decision making. The new system will also provide the mechanism to ensure compliance with all applicable federal, state, and University requirements (226).

The VPCC has functional responsibility for ensuring that the UHCC System effectively controls its expenditures (265). The vice president’s work is reviewed by the president for results and effectiveness.

An independent audit is conducted annually for the entire University System. The independent audit includes a combined balance sheet and income statement of the UHCC

System as supplemental information to the University's consolidated financial statements (279).

Audits are prepared in accordance with Governmental Accounting Standards Board principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external, independent reviews of the University's financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.e. The chancellor (president) gives full responsibility and authority to the presidents (chancellors) of the colleges to implement and administer delegated district/system policies without the chancellor's (president's) interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The University of Hawai'i System has a single president, a vice president for community colleges, and college chancellors. The BOR-approved organization of the University of Hawai'i president's office, the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established an organizational infrastructure for the UHCC System while retaining the integrity of the individually accredited colleges.

When approving the structure and positions in 2005, the president stated, "The new vice president for community colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges." When asked who would control the funding at each of the community colleges, the president responded that "funding would be influenced by the vice president's decision but campus operations and management would be the responsibility of the chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University president" (236).

Community college chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and presidential administrative policy (14).

The position description of chancellor gives full responsibility and authority to the chancellor for all College administrative and academic matters (228).

The vice president for community colleges has functional responsibility for ensuring that community college chancellors have full authority to implement and administer delegated System policies without interference, and holds the chancellors accountable for the operation

of the colleges through evaluations (265). The vice president's work is reviewed by the president for results and effectiveness.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The vice president for community colleges acts as the liaison between the community colleges and the BOR (280) (236). The VPCC serves as an administrative representative to the BOR Community College Standing Committee, speaking for the UHCC System in presentations made to the standing committee or to the full BOR (241). Items forwarded to the BOR for approval, such as college Strategic Plans and college Institutional Self Evaluation Reports are forwarded under the signature of the VPCC (266).

The VPCC is a member of the president's executive council, as well as a member on the ten-campus Council of Chancellors. The VPCC convenes regular meetings of the six-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the Spring Campus Visits, he holds an open campus forum to discuss the UHCC System and college-level performance (281). In the fall, he reviews major initiatives and the budget for the upcoming year.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

No action is required at this time.

B.3.g. The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The UHCC System is compiling best practices and processes into policies which are posted on the UHCC website (282), as well as presented as a link on the College's website (133). Written policies are aligned with BOR and System executive-level policies and provide for

regular review and assessment of the policies. Bi-annually, the System assesses its policies to ensure that practices are aligned to best support student success. As part of assessment, the System surveys college leadership System wide, including chancellors and vice chancellors, Academic Senate chairs, and student leaders. The results are made public (283).

The VPCC and the chancellors have established a UHCC Campus–System Functions Map (266). In addition, one of the System’s first policies, UHCC policy 1.102 Community College Council of Faculty Senate Chairs, delineates the role of faculty governance and defines its advisory role to the VPCC (284).

UHCC strategic planning is codified by UHCC policy 4.101, which provides for a strategic-planning process and establishes the Strategic Planning Council (SPC) as the primary body for assuring System-wide participation (17). The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning.

Self Evaluation

The College meets this standard. The System clearly delineates roles in decision making and governance structures, and regularly evaluates structures and processes to assure that their effectiveness supports reaching educational goals. As a result of the BOR policy review begun in 2010 in consultation with System administration and faculty, in 2011 the BOR approved revisions of all BOR policies (256) (257).

Actionable Improvement Plan

No action is required at this time.

Sources

A. Evidence Sources

B. Figure Sources



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