

INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



Submitted by:

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UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

to:

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

August 2018

Institutional Self-Evaluation Report

Campus Certification Page







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

From: Dr. Rachel Solemsaas, Chancellor
Hawai'i Community College
1175 Manono Street
Hilo, HI 96720

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

	4/24/18
Dr. Rachel Solemsaas, Chancellor, Hawai'i Community College	
	4/24/18
Deseree Salvador, College Council Chair, Hawai'i Community College	
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Treven Mukai, Assoc. Student Government President, Hawai'i Community College	
	4/24/18
E. Kalani Flores, Accreditation Liaison Officer, Hawai'i Community College	

Institutional Self-Evaluation Report

Governing Board Certification Page

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


From: Dr. Rachel Solemsaas, Chancellor
Hawai'i Community College
1175 Manono Street, Hilo, HI 96720

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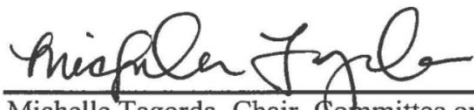
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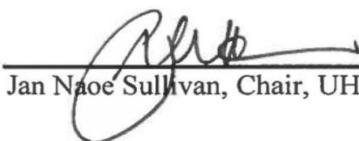
John Morton, Vice President for Community Colleges 6/28/18
Date



David Lassner, President, University of Hawai'i 6/28/18
Date



Michelle Tagorda, Chair, Committee on Academic and Student Affairs 7/5/18
Date



Jan Naoe Sullivan, Chair, UH Board of Regents 7/3/18
Date

Table of Contents

Abbreviations	i
Introduction	1
Mission	2
Vision	2
About Us	3
About Our Service Area: Hawai‘i Island	5
About our Students	8
Student Achievement Data and Institution-Set Standards	10
Significant Events: 2013-2018	21
Organization of the Self-Evaluation Process	25
Organization of the Institution	31
Certification of Continued Institutional Compliance with Eligibility Requirements	46
Compliance with Commission Policies and Federal Regulations	50
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	59
I.A. Mission	60
I.B. Assuring Academic Quality and Institutional Effectiveness	67
I.C. Institutional Integrity	81
Standard II: Student Learning Programs and Support Services	94
II.A. Instructional Programs	95
II.B. Library and Learning Support Services	130
II.C. Student Support Services	144
Standard III Resources	160
III.A. Human Resources	161
III.B. Physical Resources	181
III.C. Technology Resources	190
III.D. Financial Resources	201
Standard IV: Leadership and Governance	233
IV.A. Decision-Making Roles and Processes	234
IV.B. Chief Executive Officer	246
IV.C. Leadership and Governance	256
IV.D. Multi-College Districts or Systems	271
Quality Focus Essay	283
Changes and Plans Arising out of the Self-Evaluation Process	293

Abbreviations

AA	Associate in Arts
AAP	Affirmative Action Plans
AAS	Associate in Applied Science
ACCA	American College Counseling Association
ACCJC	Accrediting Commission for Community and Junior Colleges
ACEN	Accreditation Commission for Education in Nursing
ACFFAC	American Culinary Federation Foundation, Inc. Accrediting Commission
ACS	American Community Survey
ACT	American College Testing
ACE	American Council of Education
ADA	Americans with Disabilities Act
ADAD	Hawai‘i State Department of Health, Alcohol and Drug Abuse Division
AED	Automated External Defibrillator
AFS	Auxiliary and Facilities Services
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
APT	Administrative, Professional, and Technical
ARC	Annual Required Contribution
ARO	Admissions and Records Office
ARPD	Annual Report of Program Data
AS	Associate in Science
ASNS	Associate in Science Degree in Natural Science
ASU	Academic Support Unit
ASUH	Associated Students of the University of Hawai‘i
ATG	Advisory Task Group
ATI	Assessment Technologies Institute
AV	Aspirational Value
AVID	Advancement Via Individual Determination
AY	Academic Year
BEaT	Business Education and Technology
BOR	Board of Regents
BSN	Bachelor of Science in Nursing
BTEC	Business Technology
BV	Baseline Value
CAFR	Comprehensive Annual Financial Report
CAJDC	Career and Job Development Center
CASSC	Counseling, Advising and Support Services Center
CCSSE	Community College Survey of Student Engagement
CDPS	Certified Drug Prevention Specialist
CEO	Chancellor
CERC	College Effectiveness Review Committee
CIP	Capital Improvements Program
CLEP	College Level Examination Program
CLO	Course Learning Outcome

COD	Common Origination and Disbursements
COR	Course Outline of Record
CRC	The Academic Senate Curriculum Review Committee
CRDM	Capital Renewal and Deferred Maintenance
CSAC	Certified Substance Abuse Counselor
CSO	Chartered Student Organization
CTE	Career and Technical Education
DANTES	Defense Activity for Non-Traditional Education Support
DBEDT	Department of Business and Economic Development and Tourism
DC	Department/Division Chair
DE	Distance Education
DHRD	Department of Human Resources Development
DOE	Department of Education
E/M	Executive/Managerial
ECHS	The Early College High School Program
EEO/AA	Equal Employment Opportunity/Affirmative Action
EHSS	Environmental Health and Safety Specialist
EP	UH System Executive Policy
ER	Eligibility Requirement
FEH	Facilities and Environmental Health Office
FERPA	Family Educational Rights and Privacy Act
FRRM	The Facilities Renewal Reinvestment Model
FTE	Full-Time-Equivalent
FY	Fiscal Year
GE	General Education
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GEC	General Education Committee
GELO	General Education Learning Outcome
GF	General Fund
GF+TFSF	General Fund + Tuition and Fees Special Fund
GLS	Graduate Leaver Survey
Hawai'i CC	Hawai'i Community College
HGI	Hawai'i Graduation Initiative
HSI	Hawai'i Strategic Institute
HKATC	The Hale Kea Advancement and Testing Center
HRS	Hawai'i Revised Statutes
HSSI	Hawai'i Student Success Institute
IAFP	Integrated Academic and Facilities Plan
ICAT	Institutional Capacity Assessment Tool
IEAP	Institutional Effectiveness & Planning
IEP	Intensive English Program
ILO	Institutional Learning Outcome
IPEDS	Integrated Postsecondary Education Data System
IPR	Integrated Planning Review
IRAO	Institutional Research & Analysis Office
IRO	Institutional Research Office

ISER	Institutional Self-Evaluation Report
ISS	Institution-Set Standards
ISS	Integrated Student Support
ITS	UH Information Technology Services
ITSO	The Instructional Technology Support Office
ITV	Interactive Television
KFS	Kuali Financial Systems
KNRC	Kona Nursing Resource Center
KRDLC	Ka‘ū Resource & Distance Learning Center
KSCM	Kuali Student Curriculum Management
LBRT	Liberal Arts
LERN	Learning Resources Network
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer+
LLC	Library and Learning Center
LRDP	Long Range Development Plan
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MQ	Minimum Qualification
MyUH	UH System’s integrated student information system
NAEYC	National Association for the Education of Young Children
NASFAA	National Association for Student Financial Aid Administrators
NCLEX	The Nursing Boards Exam
NHERC	North Hawai‘i Education and Research Center
NLNAC	National League for Nursing Accrediting Commission, Inc.
OCDP	Online Course Development Program
OCET	Office of Continuing Education and Training
OHR	Office of Human Resources
OIA	Office of Internal Audit
OLA	Online Learning Academy
OMB	Office of Management Budget
OPEB	Other Post-Employment Benefits
ORS	Office of Research Services
OTOC	OneThemeOneCollege
OVPC	Office of the Vice President for Community Colleges
PAC	Program Advisory Council
PAS	Performance Appraisal System
PD	Position Description
PELP	The President’s Emerging Leaders Program
PEP	Proficiency Examination Program
PERM	Proactive Efforts that Really Matter
PI	Principal Investigator
PLO	Program Learning Outcome
POM	Planning, Operations, and Maintenance
PPA	Program Participation Agreement
PPIS	UH Systemwide Policies and Procedures Information System
PTGM	Process Technology and General Maintenance Certificate Program

PURP	Program and Unit Review Process
QFE	Quality Focus Essay
RCAC	Regents Candidate Advisory Committee
RCUH	Research Corporation of the University of Hawai‘i
RISO	Registered Independent Student Organization
RMSF	Risk Management Special Fund
RP	Regents Policy
RUS	Rural Utilities Service
SCS	Student Climate Survey
SEM	Strategic Enrollment Management
SPC	Strategic Planning Council
SSP	Student Success Pathways
STEM	Science, Technology, Engineering and Math
TEAM	Tropical Forest Ecosystem and Agroforestry Management
TFSF	Tuition and Fees Special Fund
TLC	The Learning Center
UExcel	Excelsior College Examination
UH	University of Hawai‘i
UH Hilo	University of Hawai‘i at Hilo
UHCC	University of Hawai‘i Community Colleges
UHCCP	University of Hawai‘i Community Colleges Policy
UHCWH	UH Center, West Hawai‘i
UHF	University of Hawai‘i Foundation
UHPA	University of Hawai‘i Professional Assembly
UIPA	Uniform Information Practices Act
UO	Unit Outcome
UPS	Uninterrupted Power Supply
VCAA	Vice Chancellor for Academic Affairs
VCAS	Vice Chancellor for Administrative Services
VCSA	Vice Chancellor for Student Affairs
WASC	Western Association of Schools and Colleges
WIG	Wildly Important Goal
WI	Writing Intensive

Introduction

Mission & Vision

About Us

About Our Service Area: Hawai‘i Island

About Our Students

Student Achievement Data and Institution-Set Standards

Significant Events: 2013-2018



Hawai‘i CC Students



Mission

To promote lifelong learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for *Kauhale* members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai‘i Island community.

Ke Ala Nu‘ukia

No ka ho‘opi‘i ‘ana i ka ho‘ona‘auao ‘ia ‘ana a kau i ka puaaneane, na ke Kulanui Kaiaulu ‘o Hawai‘i e kaulele ma ka ‘ike e pono ai nā hoa Kauhale i na‘auao a mākaukau ho‘i. Ma hope mākou o ke ala nu‘ukia o nā Kulanui Kaiaulu Hawai‘i a pau a na mākou nō e lawelawe i ko Hawai‘i nui kuauli.

Vision

Our *Kauhale* of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.

Ka‘Ōlelo Nu‘ukia

E lilo ana nā kānaka ‘imi na‘auao o ke Kauhale i kupa ho‘oikaika a papau ho‘i i hiki ke ‘a‘a i nā kūlana nōhihi o ko kākou kaiaulu mokupuni a me ko kākou kaiaulu honua.

About Us

Kauhale

Unique to Hawai‘i Community College (Hawai‘i CC) is the academic celebration of the indigenous host culture by embracing the concept of *Kauhale*, which traditionally means the Hawaiian village. *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 the College’s mission and outcomes. *Kauhale* maximizes the “community” in the mission through dialogue, planning, innovation, and assessment across College divisions and units. *Kauhale* enables all members of the College ‘*ohana* to recognize and celebrate individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others. *Kauhale* unites all components of Hawai‘i CC into an “academic village without walls” for the overall success of its learners and the learners’ communities and their families, in the spirit of *E ‘Imi Pono* (seeking excellence) ([INTRO-1](#)).

History

Hawai‘i CC is one of seven community colleges in the University of Hawai‘i (UH) System, which also includes three four-year institutions. The Hawai‘i Territorial Legislature initially established the College in 1941 as Hawai‘i Vocational School. With advancement in technology and expansion of educational opportunities into broader fields of technical training, the institution was renamed in 1956 as Hawai‘i Technical School. In May 1970, the institution joined the University of Hawai‘i as a comprehensive community college with the name Hawai‘i Community College. With the last name change, the administration of the College was transferred from the Hawai‘i Department of Education to the UH System. From 1970 through 1990, Hawai‘i CC was a unit of the University of Hawai‘i at Hilo (UH Hilo). In fall 1990, the UH Board of Regents (BOR) voted to separate the two institutions, and Hawai‘i CC assumed its own administrative responsibilities.

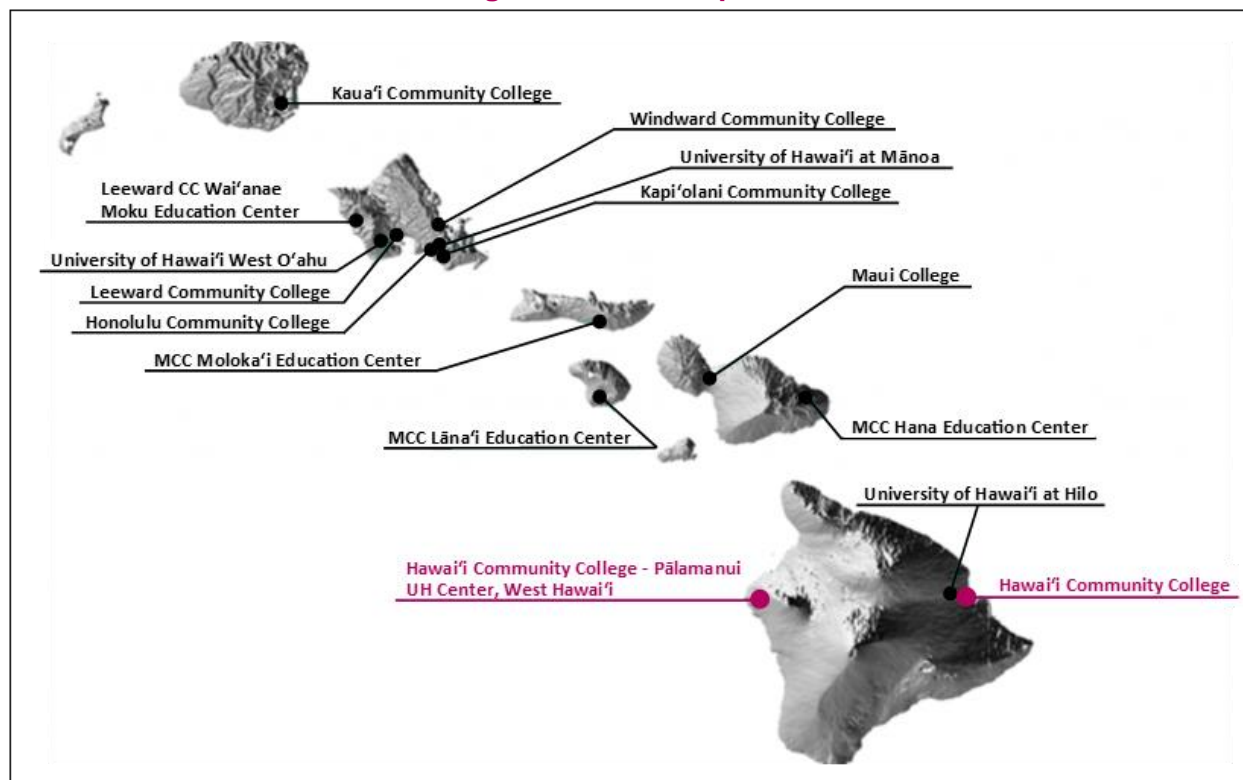
Other historical developments for the College were the offering of college degree classes in Kona beginning in 1982 and the establishment of continuing education programs throughout Hawai‘i Island in 1992. In 1996, the UH BOR created the UH Center model to make higher educational opportunities available to Hawai‘i residents living on the islands of Kaua‘i, Maui, and Hawai‘i. As a result, the UH Center, West Hawai‘i (UHCWH) was established in South Kona on Hawai‘i Island. In July 1997, the administration of the UHCWH was transferred from UH Hilo to Hawai‘i CC. In fall 2015, UHCWH relocated to a new campus in North Kona that also included a campus name change to Hawai‘i Community College – Pālananui.

Location

Hawai‘i CC 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 Manono campus (1175 Manono Street, Hilo, HI 96720-5096) and shared facilities at UH Hilo (200 West Kāwili Street, Hilo, HI 96720-4091) are located in the county seat of Hilo on the east side of the island. On the west side of the island, the College provides offerings at its branch Pālananui campus (73-4255 Ane Keohokālole Hwy.,

Kailua-Kona, HI 96740), which is located in Kona, approximately 75 miles away from the Manono campus. Prior to the opening of the Pālanui campus, classes were offered in West Hawai‘i at the UHCWH until spring 2015.

Figure 1 – UH Campuses



In addition, the College has met community needs with the offering of courses at satellite sites in Waimea in the South Kohala District, Honoka‘a in the Hāmākua District, Pāhoa and Kea‘au in the Puna District, and in Pahala in the Ka‘ū District.

Accreditation Status and Licensure

Hawai‘i CC is fully accredited by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC). Hawai‘i CC’s first college accreditation as a separate institution was granted in 1995. Subsequent accreditation was granted in 2001, 2007, and again in 2013 with the provision that a follow-up report be filed. Since the last self-evaluation report of 2012, the College submitted to ACCJC follow-up reports in 2013, 2014, and 2016 along with a midterm report in 2015 to satisfy all requirements for accreditation ([INTRO-2](#)).

In addition, the following three programs include specialty accreditations (2017-18 Catalog, page 7):

- 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)
- Nursing, associate in science (AS) degree–Accreditation Commission for Education in Nursing (ACEN)

Degrees and Certificates

Hawai‘i CC supports students’ pursuit of academic achievement and workforce readiness by offering 31 academic degrees, 44 career and technical education certificates, and 2 academic subject certificates through its main Manono campus. The Pāalamanui branch campus in West Hawai‘i offers academic degrees and certificates in ten areas. As the only community college on the island, the College serves the diverse needs of its residents through a variety of innovative instructional delivery modes. Approximately 90% of its enrolled students are Hawai‘i Island residents ([INTRO-3](#)), and according to UH Foundation data, approximately 78% of its alumni stay on the island and contribute to the local community and economy.

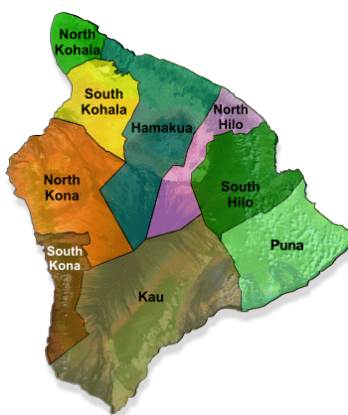
UH System data show that Hawai‘i CC is the main feeder college to UH Hilo. Five associate in arts (AA) degrees in Liberal Arts with specific concentrations in Administration of Justice, Art, History, Psychology, and Sociology were created in fall 2016 to strengthen the intercollegiate pathway for transfer students who intend to pursue baccalaureate degrees. In addition, Hawai‘i CC offers exploratory majors in Health Sciences (with pathways to UH Hilo in Kinesiology and/or Pre-Nursing) and in Business (with pathways to UH Hilo in Accounting and/or General Business).

The Pāalamanui campus also hosts students from other campuses in the UH System through the UHCWH in partnership with UH Mānoa, UH Hilo, UH West O‘ahu, UH Maui College, and other UH community colleges to offer over 50 additional online, distance learning, and hybrid degrees on the campus.

The College also serves its island community by providing a variety of non-credit programs and courses through EDvance (formerly the Office of Continuing Education and Training–OCET). EDvance provides lifelong learning opportunities to all ages by offering courses and programs that include non-credit courses, workshops, customized training for businesses and industries, workforce training, and other activities to enhance local economic development efforts. EDvance offers programs designed to inspire and promote engagement both on campus and in the community, which support local workforce needs. EDvance works with employers who seek help with training and also takes requests for program and course offerings from employees, students and parents, unemployed workers, self-employed workers, retirees, and the workforce in general.

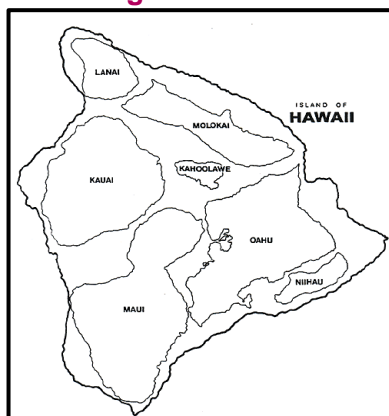
About Our Service Area: Hawai‘i Island

Since 1997, the College has continued to expand its offerings and locations, supporting its mission as an open-door institution serving all segments of Hawai‘i Island, which includes nine districts (Figure 2).

Figure 2 – Hawai‘i Island Districts

Geography

Hawai‘i Island—also known as the Big Island—is the largest island in the state, covering 4,028 square miles, a land mass that easily encompasses all of the other islands combined (Figure 3). Hawai‘i Island also has a relatively small population, resulting in comparatively far more rural areas (Figure 4). The island’s size and rural nature create a challenge in serving the needs of all prospective students.

Figure 3

Source: County of Hawai‘i website

Figure 4

Geography Quick Facts: 2015					
	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	1,431,603	196,428	998,714	71,735	164,637
Persons per square mile	223	49	1663	116	142

Source: State of Hawai‘i Data Book

Population

The population on Hawai‘i Island has increased from 188,795 (July 2012) to 198,449 (July 2016), a 5.1% increase. In comparison, the state population has increased 2.6% ([INTRO-4](#)).

Socioeconomic Status

Hawai‘i Island lags behind other counties in the state when comparing socioeconomic data. Hawai‘i County has historically had the highest unemployment rate. In 2012, the county’s rate was 8.3% (next highest was Kaua‘i, 7.3%) ([INTRO-5](#)). As employment has been increasing, 2017 unemployment rates (not seasonally adjusted), as of October 2017, were at an all-time low

for the state and the county. Hawai‘i County’s unemployment rate dropped to 2.3%, and the next lowest county, Maui, dropped to 2.1% ([INTRO-6](#)). The State of Hawai‘i, as of January 2018, had the lowest unemployment rate (2.1%) in the country ([INTRO-7](#)).

From 2012 until 2016, according to American Community Survey (ACS) data released in October 2017, Hawai‘i County had the lowest median household income in the state. In 2012, the county’s median household income was \$52,098 (Maui County was the next lowest at \$64,058) and in 2016 it was \$53,936 (Kaua‘i County was next lowest at \$68,224) ([INTRO-8](#)).

Data produced by Hawai‘i’s Department of Business and Economic Development and Tourism (DBEDT) are based on the annual report of the ACS. According to DBEDT, the county’s poverty level remains the highest in the state; the county’s percentage of individuals living below poverty was 18.3 in 2015 ([INTRO-9](#)). The release of the latest ACS data on the county’s median income and poverty level confirmed Mayor Harry Kim’s assessment of Hawai‘i County’s socioeconomic status. The mayor is aware that “whole regions of the island, particularly Puna and Ka‘ū, have 100% of their schoolchildren in free and reduced lunch programs” ([INTRO-10](#)). During 2017-18, 8 of 22 schools added to the school lunch program were in Hawai‘i County; 17 of the total of 52 schools in the school lunch program statewide are in the county ([INTRO-11](#)).

Labor Market

In Hawai‘i County, as of 2014, the largest number of workers were in “services-providing” industries, which comprised 79% of the labor market, primarily in education and health services (20%); trade, transportation, and utilities (18%); leisure and hospitality (18%); and government (8%). The “goods-producing” industries employed 10%, primarily in construction (5%), natural resources and mining (3%), and manufacturing (2%). Self-employed and unpaid family workers represented the remainder of the labor market (11%) ([INTRO-12](#)).

Due to the retirement during 2014 to 2024 of many employees from the “baby boom era,” the total number of jobs generated by replacement needs will represent 73% of the total annual openings and will exceed jobs created through growth opportunities ([INTRO-13](#)).

Projections for industry employment from 2014 to 2024 indicate that the number of jobs in Hawai‘i County will rise by 8.5%, from 74,430 (2014) to 80,740 (2024) jobs. “Services-providing” industries will comprise about four-fifths of the total positions added in Hawai‘i County and will have the fastest growth rate for all industries by 2024. Education and health services will have the largest gain (11.7% or 1,760 jobs) and the fastest growth rate among this sector. Leisure and hospitality will be second with the addition of 1,180 jobs, while trade, transportation, and utilities will add another 1,020 jobs. Together these three industries will be responsible for 57% of the county’s total job openings ([INTRO-14](#)).

By 2024, among the “goods-producing” industries, construction will advance the fastest, contributing 51% of the positions added within this sector ([INTRO-15](#)). The rise in self-employed and unpaid family workers will amount to 9.1%, accounting for 11% of the total county employment ([INTRO-14](#)).

Approximately 25% of the total projected job openings in Hawai‘i County will require education beyond a high school diploma or equivalent, which includes employees who have earned a postsecondary certificate or an associate, bachelor’s, master’s, or doctoral degree ([INTRO-16](#)). In general, workers in this category earn more compared to the other education levels. Next to retail sales, jobs related to healthcare will experience the fastest growth rates, while those employed in various sectors will generate the most openings ([INTRO-17](#)).

Community Education Attainment Level

Based upon the 2015 Hawai‘i County Data Book, the percentage of college graduates in Hawai‘i County ranged from 20.0 to 30.6, depending on location, which was comparable to the state’s average of 29.4. Individuals who had some college education ranged from 29.8% to 35.2%, which was also comparable to the state’s average of 31.4% ([INTRO-18](#)).

About our Students

Hawai‘i CC’s students live primarily on Hawai‘i Island, with over 90% of the College’s students claiming the island as their permanent residence in fall 2017 ([INTRO-19](#)). A majority of the College’s students reside in the Hilo District, with the Puna and Kona Districts as the second and third largest service areas on the island ([INTRO-20](#)).

Cultural Diversity

Students at the College are as diverse as the island’s various ethnic groups. The student population (based upon fall 2017 enrollment) included 14.3% of two or more races, 20.1% Asians, 15.1% Whites/Caucasians, 1.7% Hispanics/Latinos, 2.2% Other Pacific Islanders, 0.6% Blacks/African Americans, and 0.6% American Indians/Alaska Natives ([INTRO-19](#)). 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. For fall 2016, nearly 45% of the students enrolled identified themselves as being Native Hawaiian or Part-Hawaiian ([INTRO-21](#)), whereas this resident population on Hawai‘i Island is only 10.5% ([INTRO-22](#)). Among the UHCCs, Hawai‘i CC consistently awards a high number degrees and certificates to Native Hawaiians or Part-Hawaiians ([INTRO-23](#)).

In comparison to the College’s enrollment, the island’s population (based upon 2014 estimates) included more than 28% of two or more races, 23.2% Asians, 33.6% Whites/Caucasians, 12.3% Hispanics/Latinos, 10.5% Native Hawaiians, 1.9% Other Pacific Islanders, 0.8% Blacks/African Americans, 0.3% American Indians/Alaska Natives, and 1% some other race ([INTRO-22](#)).

Age

As the island’s only open-door college, Hawai‘i CC serves the county’s varied postsecondary age groups. College enrollment encompasses a wide age range, with students aged 16 to over 80. While many students come directly from high school, approximately 45% are above the age of 21 ([INTRO-19](#)). Since 2012, there has been a steady decline in enrollment amongst most age groups ([INTRO-24](#)).

Gender

Based upon 2016 numbers, the county's gender breakdown was roughly even (50.2% female) ([INTRO-25](#)). In contrast, the College has historically served a larger percentage of female than male students, with approximately 60% female students in fall 2017 ([INTRO-19](#)).

Enrollment Trends

At the time of the College's last self-evaluation report, Hawai'i CC's enrollment growth in headcount and full-time-equivalent students (FTE) reached a peak at just over 3,900 students in fall 2011. From fall 2012 to fall 2017, as the economy recovered and the unemployment rate decreased, enrollment also decreased from 3,663 to 2,819 students. This decrease in enrollment was also experienced throughout the UH System over the same period ([INTRO-26](#)). The exceptions to this decrease included increases in enrollment at the new campuses of UH West O'ahu and Hawai'i CC – Pālanui.

Registration for non-credit courses and services offered through EDvance has gone from 3,197 in 2011-12 to a high of 4,454 (2014) and down to 3,132 (2016-17) ([INTRO-27](#)).

The overall enrollment forecast calls for continued mild decline through fall 2022 ([INTRO-28](#)). Enrollment decreases have historically paralleled a decline in unemployment rates on Hawai'i Island from 8.3% in 2012 down to 2.3% in 2018 ([INTRO-29](#)).

Although unemployment rates have steadily dropped in recent years, indicating the growth of a healthy economy, Hawai'i Island residents and some of the College's students continue to face financial challenges. The College in 2014-15 had the highest dollar amount (\$450,586) of the UHCC's per head count of unmet student needs at a \$416 average per student ([INTRO-30](#)). As a result, the College, and more broadly the UHCC System, have identified the "elimination of cost as a barrier" as one of the primary components of the Strategic Directions 2015-2021 plan.

With lower tuition rates than UH System universities, UH community colleges offer a more affordable option for Hawai'i state residents seeking higher education. The UH BOR approved a five-year tuition schedule for fall 2012 to spring 2017 with moderate increases of tuitions for all UH System universities and community colleges ([INTRO-31](#)). For 2017-20, the BOR approved an annual 2% increase for the last two out of those three academic years ([INTRO-32](#)). Hawai'i CC provides an affordable and accessible option for its residents despite these tuition increases. For comparison, the undergraduate tuition for full-time residents in academic year 2017-2018 was \$3,024 at Hawai'i CC, which was less than half of the \$7,200 tuition at UH Hilo.

Through Strategic Directions 2015-2021 plans adopted by UHCC ([INTRO-33](#)) and Hawai'i CC ([INTRO-34](#)), the College also plans to increase its outreach to targeted populations on the island, including high school graduates, GED recipients, Pacific Islanders, working age adults, and international students ([INTRO-35](#)). These populations are more likely to enter the workforce without advanced degrees and are the most vulnerable to fluctuations in the job market. By leveraging financial aid and increasing outreach efforts to incentivize returning to school, Hawai'i CC hopes to counteract the pull of the job market.

High School Graduates Direct Entry. College enrollment is affected by trends impacting local high school graduates. The P-20 Partnerships for Education ([INTRO-36](#)) focuses on college and career readiness for student success. P-20 is a statewide collaboration led by the Executive Office on Early Learning, Hawai‘i Department of Education (DOE), and the UH System with the goal of improving educational outcomes for Hawai‘i. Overall, the state has maintained college-going rates around 55%, with Hawai‘i Island college enrollment rates at 47% for the Class of 2016.

Hawai‘i public high school seniors are forecast by the Hawai‘i DOE to decrease in school year 2016-17, increase in 2017-18, then grow modestly through school year 2021-22 ([INTRO-37](#)). To address this trend, the College, with continued participation in the Hawai‘i P-20, Running Start, and Early College programs, has enhanced outreach to several high schools with increased course offerings at various high school campuses.

GED Recipients. The College has entered into a memorandum of agreement with the Waipahu Community School for Adults ([INTRO-38](#)) to expand educational offerings and high school equivalency programs at College locations at Manono and Pāalamanui.

Pacific Islanders. The College’s strategic enrollment plan prioritizes customizing onboarding services for target groups of students, including Pacific Islanders. Further goals include improving and stabilizing student support services for priority targets, such as Pacific Islanders, including implementing strategic and structured wrap-around supports and services to assist academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

Working Age Adults. The College participates in UHCC strategies to enhance enrollment for this target population, including online degrees, workplace-based programs, recruitment and portal for returning adults, and scholarships.

International Students. Hawai‘i CC created and filled a position for a coordinator for the International Program Office to manage the College’s international program, to oversee international recruitment, and to develop and implement strategies for increasing international enrollment.

Student Achievement Data and Institution-Set Standards

Student Achievement Data

Table 1 - Student Headcount by Enrollment Status, 2013-2016

Enrollment	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Part-Time	1,808	53.1%	1,736	54.5%	1,830	59.3%	1,799	60.9%	1,677	59.5%
Full-Time	1,598	46.9%	1,450	45.5%	1,257	40.7%	1,157	39.1%	1,142	40.5%
Total Headcount	3,406		3,186		3,087		2,956		2,819	

Source: IRAO Data Access Portal - Student Enrollment Table 5

The College serves a larger number of part-time students than full-time students. Enrollment has decreased by over 17% since 2013.

Table 2 - Student Headcount by Curriculum Category, 2013-2017

Curriculum Category	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
General & Pre-Prof Ed	1,510	44.3%	1,256	39.4%	1,110	36.0%	1,066	36.1%	1,101	39.1%
Career & Tech Ed	1,412	41.5%	1,377	43.2%	1,244	40.3%	1,168	39.5%	1,072	38.0%
Other	484	14.2%	553	17.4%	733	23.7%	722	24.4%	646	22.9%
Total Headcount	3,406		3,186		3,087		2,956		2,819	

Source: IRAO Data Access Portal - Student Enrollment Table 5

Note: General and Pre-Professional Education programs include AA degrees, AS in Natural Science; Career and Technical Education programs: AS, AAS, and CA; Other includes unclassified and non-Hawai'i CC students.

Over the past five years, enrollment in General and Pre-Professional Education programs and Career and Technical Education programs has remained relatively balanced.

Table 3 - Student Headcount by Ethnicity, 2013-2017

Ethnicity	2013		2014		2015		2016		2017	
Total	3,663	100%	3,406	100%	3,186	100%	3,087	100%	2,956	100%
Asian Subtotal	671	18.32%	667	19.58%	622	19.52%	642	20.80%	591	19.99%
Native Hawaiian or Part-Hawaiian	1,562	42.64%	1,399	41.07%	1,360	42.69%	1,305	42.27%	1,303	44.08%
Pacific Islander	119	3.25%	118	3.46%	103	3.23%	98	3.17%	71	2.40%
Other	1,311	35.79%	1,222	35.88%	1,101	34.56%	1,042	33.75%	991	33.53%

Source: IRAO Data Access Portal - Student Enrollment Table 5

Native Hawaiian or part-Hawaiian students comprise the largest ethnic group at Hawai'i CC, constituting between 41% and 44% of the population between 2013 and 2017. The next largest ethnic group is Other (Hispanic, Caucasian, African American or Black, American Indian or Alaskan Native, Mixed Race (2 or more), and no data), at about 35%. Asians make up approximately 19%, and Pacific Islanders comprise about 3%.

Table 4 - Student Headcount by Pell Grant Recipients, 2013-2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Pell Recipients	1,558	45.7%	1,335	41.9%	1,091	35.3%	1,036	35.0%	1,000	35.5%
Non-Pell Recipients	1,848	54.3%	1,851	58.1%	1,996	64.7%	1,920	65.0%	1,819	64.5%
Total Headcount	3,406		3,186		3,087		2,956		2,819	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_BASE_UH view, MRT_AWARD_BY_PERSON table, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 18, 2018.

The number of Pell recipients has decreased from 2013, but the ratio of Pell to non-Pell recipients has remained unchanged since 2015.

Table 5 - Student Headcount by Course Delivery Method, 2013-2017

Course Delivery Method	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
DE Students	1,253	36.8%	1,267	39.8%	1,293	41.9%	1,201	40.6%	1,222	43.3%
Non-DE Students	2,153	63.2%	1,919	60.2%	1,794	58.1%	1,755	59.4%	1,597	56.7%
Total Headcount	3,406		3,186		3,087		2,956		2,819	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_REGS_UH view, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 18, 2018.

Despite declining enrollment, the percentage of students taking distance education (DE) courses generally increased since 2013, from 37% to 43% of students.

Table 6 - Course Completion by Course Delivery Method, 2013-2017

Course Delivery Method	2013	2014	2015	2016	2017
DE Courses	69.4%	69.4%	71.9%	73.0%	71.8%
Face-to-Face Course	76.7%	78.4%	77.8%	78.2%	77.1%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_REGS_UH view, CENSUS, EOS; generated by Hawai'i CC, Institutional Research Office; data queried April 20, 2018.

The face-to-face course completion rate has remained around 77-78% over the past five years. The DE course completion rate has risen slightly, from 69.4% to 71.8%, with the gap between delivery methods narrowing to within 5%.

Table 7 - Overall Student Persistence, 2013-2017

All Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Overall	71.9%	70.6%	69.0%	69.3%	69.4%
Full-Time	81.6%	81.0%	81.6%	81.3%	79.6%
Part-Time	60.9%	59.8%	58.0%	59.2%	60.7%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_XOVER view, CENSUS; generated by Hawai'i Community College, Institutional Research Office; data queried April 20, 2018.

Persistence rates have remained fairly steady over the past five years, with overall persistence around 70%. Full-time students have higher persistence than part-time students.

Table 8 - Student Persistence by Curriculum Category, 2013-2017

Curriculum Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
General & Pre Professional	72.1%	69.4%	70.6%	70.2%	67.6%
Career & Technical	75.1%	74.7%	72.8%	72.8%	76.5%
Other	43.5%	55.1%	53.2%	56.5%	54.6%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_XOVER view, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 20, 2018.

Note: General and Pre-Professional Education programs include AA degrees, AS in Natural Science; Career and Technical Education programs: AS, AAS, and CA; Other includes unclassified and non-Hawai'i CC students.

General and Pre-Professional Education student persistence fall to spring has declined slightly since 2013, from 72% to 68%. Career and Technical Education student persistence has held fairly steady and rose slightly in 2017.

Table 9 - Degrees and Certificates Awarded by Curriculum Category, 2013-2017

Curriculum Category	2013		2014		2015		2016		2017	
General & Pre-Professional	232	42.0%	301	45.0%	292	51.3%	291	42.0%	234	40.6%
Career & Technical	320	58.0%	368	55.0%	277	48.7%	402	58.0%	342	59.4%
Total Degrees & CAs	552		669		569		693		576	

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 4

Note: General and Pre-Professional Education programs include AA degrees, ASNS; Career and Technical Education programs: AS, AAS, and CA.

Hawai'i CC awards more Career and Technical Education degrees and certificates than General and Pre-Professional Education degrees and certificates.

Table 10 - Degrees and Certificates Awarded by Age, 2013-2017

Age	2013		2014		2015		2016		2017	
Total	552		669		569		693		576	
Less than 21	195	35.3%	220	32.9%	165	29.0%	219	31.6%	181	31.4%
21-24	101	18.3%	129	19.3%	115	20.2%	133	19.2%	103	17.9%
25-48	227	41.1%	296	44.2%	259	45.5%	307	44.3%	258	44.8%
Greater than 49	29	5.3%	24	3.6%	30	5.3%	34	4.9%	34	5.9%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_DEGREE_UH_UH view, IRO_BASE_UH view, EOS, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried April 21, 2018.

Students aged 25 to 48 earn the highest percentage of degrees and certificates, with students younger than 21 earning the second highest percentage.

Table 11 - Degrees and Certificates Awarded by Gender, 2013-2017

Gender	2013	2014	2015	2016	2017
Total	552	669	569	693	576
Men	252	310	244	347	296
Women	299	359	325	344	272
No Data	1	0	0	2	8

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 1

From 2013 to 2015, more women than men earned degrees and certificates. Since 2016, the trend reversed, with slightly more men earning degrees and certificates than women.

Table 12 - Degrees and Certificates Awarded by Ethnicity, 2013-2017

Ethnicity	2013	2014	2015	2016	2017
Total	552	669	569	693	576
Asian Subtotal	123	169	104	193	150
Native Hawaiian or Part-Hawaiian	210	250	248	270	233
Pacific Islander	13	12	13	23	6
Other	206	238	204	207	187

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 2

Over the past five years, Native Hawaiian students have earned the highest percentage of the degrees and certificates awarded by the College, averaging 40%, which closely mirrors enrollment figures.

Institution-Set Standards

In February 2017, the UHCC System adopted UHCCP 4.203 Institution-Set Standards (ISS), a policy that establishes the framework for student success through the adoption of eight standards for which each campus is held accountable, with new baseline and aspirational values (i.e., stretch goals) and specific annual target performance measures set for the period from 2016 to 2021 ([INTRO-39](#)). Data for these standards are to be used by each campus in regular reports prepared in conjunction with strategic planning, program review, and assessment processes. The eight standards are the following:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfers to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate.

Although the review of data for the implementation of this policy began in 2016, the College is including data dating back to 2013 to provide a historical background of its performance in these particular areas. An analysis of the data for each of the eight ISS is summarized below.

Standard 1 – Course Completion

Definition – Percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period during the academic year (AY).

- Baseline Value – 70%
- Aspirational Value – 75%

Hawai‘i CC consistently exceeded the baseline each year since 2013 by an overall average of over 6%. Since 2016 when aspirational values were established for this standard, the College has also exceeded these aspirational values. For 2017, the baseline and aspirational values were exceeded by a 5.77% and 0.77%, respectively.

Category	AY 2017	AY 2016	AY 2015	AY 2014	AY 2013	2013-2017 Average
Baseline Value	70%	70%	70%	70%	70%	70%
Aspirational Value	75%	75%	--	--	--	75%
Actual Performance	75.77%	76.91%	76.38%	76.49%	75.18%	76.15%
Difference between Baseline and Actual	+5.77%	+6.91%	+6.38%	+6.49%	+5.18%	+6.15%
Difference between Aspirational Value and Actual	+0.77%	+1.91%	--	--	--	+1.34%

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_REG_UH view, Census, EOS; generated by Hawai'i CC, Institutional Research Office; data queried February 21, 2018.

Note: Successful course completion is defined as enrolled students whose final grade is A, B, C, CR, P, CE, or CR+.

Standard 2 – Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY).

- Baseline Value – Established as the three-year average for FY 2013-2015
- Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 612 degrees and certificates each fiscal year from 2013 to 2017. Hawai'i CC consistently exceeded the baseline each year since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	597	597	470	470	470	521
Aspirational Value	658	627	619	429	408	646
Actual Performance	576	693	569	669	552	612
Difference between Baseline and Actual	-21	96	99	199	82	91
Difference between Aspirational Value and Actual	-82	66	--	--	--	-8

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_DEGREE_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried February 21, 2018.

Standard 3 – Native Hawaiian Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY) to students of Native Hawaiian Ancestry.

- Baseline Value – Established as the three-year average for FY 2013-2015
- Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 242 associate degrees and certificates of achievement to Native Hawaiians each fiscal year from 2013 to 2017. In addition, there has been a steady increase in the number of such degrees and certificates since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	236	236	--	--	--	236
Aspirational Value	260	248	249	179	165	254
Actual Performance	233	270	248	250	210	242
Difference between Baseline and Actual	-3	34	--	--	--	15
Difference between Aspirational Value and Actual	-27	22	--	--	--	-3

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_DEGREE_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

Standard 4 – Pell Recipient Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year (FY) to students who ever received Pell awards.

- Baseline Value – Established as the three-year average for FY 2013-2015
- Aspirational Value – 5% growth per year from the baseline year

The College awarded an average of 411 associate degrees and certificates of achievement to Pell recipients each fiscal year from 2013 to 2017. In addition, there has been an increase in the number of such degrees and certificates since 2013, with the exception of 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	418	418	--	--	--	418
Aspirational Value	461	439	418	--*	--*	450
Actual Performance	356	477	401	435	386	411
Difference between Baseline and Actual	-62	59	--	--	--	-2
Difference between Aspirational Value and Actual	-105	38	--	--	--	-34

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_DEGREE_UH view, EOS; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

* Only number of Pell recipients tracked.

Standard 5 – Transfers to Baccalaureate Institutions

Definition – Number of Hawai'i CC home-based students who transfer to a baccalaureate institution during the academic year (AY).

- Baseline Value – Established as the three-year average for AY 2012-2015
- Aspirational Value – 5% growth per year from the baseline year

Hawai'i CC consistently exceeded the baseline each academic year, averaging 433 transfers to baccalaureate institutions each year between 2013 and 2017. For 2017, the College also exceeded its aspirational value.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	398	398	280	280	280	372
Aspirational Value	425	405	--	--	--	415
Actual Performance*	449	401	429	449	435	433
Difference between Baseline and Actual	51	3	149	169	155	105
Difference between Aspirational Value and Actual	24	-4	--	--	--	10

Source: National Student Clearinghouse Data University of Hawai'i, Institutional Research Office, Operational Data Store, IRO_BASE_UH view, CENSUS; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

*Summer totals not included

Standard 6 – IPEDS Student Success Rate

Definition – Rate at which first time, full-time students either graduate or transfer to a baccalaureate institution within 150% of the time of entry.

- Baseline Value – Success rate based on the fall 2012 IPEDS cohort
- Aspirational Value – Incremental growth to reach a success rate of 50% by fiscal year (FY) 2021.

Hawai'i CC consistently exceeded the baseline each fiscal year between 2013 and 2015. The College did not meet the baseline in 2016 and 2017, but the gap decreased in 2017.

Category	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	2013-2017 Average
Baseline	31.6%	31.6%	31.6%	31.6%	31.6%	31.6%
Aspirational Value	39.7%	37.5%	35.4%	33.5%	31.6%	35.5%
Actual Performance	31.4%	27.4%	31.9%	33.6%	32.9%	31.4%
Difference between Baseline and Actual	-0.2%	-4.2%	+0.3%	+2.0%	+1.3%	-0.2%
Difference between Aspirational Value and Actual	-8.3%	-10.1%	-3.5%	+0.1%	+1.3%	-4.1%

Source: U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS): Graduation Rate Component Data Summary

For Institution-Set Standards 2, 3, and 4, the College met baseline values between 2013 and 2016, and for many of those years, also met the aspirational values. This was an accomplishment, considering that performance targets were raised in 2015 based on high 2014 results, and that enrollment has declined steadily since 2011. In 2017, however, the enrollment decline caught up to the College, affecting its ability to meet the target values for degree/certificate attainment. For Institution-Set Standard 6, IPEDS success rates have not met baseline values since 2015. The College has undertaken a number of efforts to increase retention and persistence to improve performance in these four standards.

Hawai'i CC's Strategic Directions 2015-2021 outlines Hawai'i Graduation Initiative (HGI) action strategies committed to improving college readiness and attendance and to promoting persistence and degree/certificate completion, with particular focus on developing support for

Native Hawaiians, low-income students, and underrepresented and underserved populations. The College has implemented the following actions toward these efforts:

- placement testing on high school campuses
- summer “boot camps” to strengthen English and Math skills
- degree pathways (e.g., AA concentrations, exploratory majors, pathways to 4-year degree programs)
- STAR GPS online degree audit platform that helps students register for courses in optimal academic pathways to their majors
- AA-Liberal Arts degree modification (to increase electives)
- General education designation of courses and transition to Foundations/Diversifications general education designation process practiced at other UH/UHCC campuses
- intrusive advising, e.g., assigned advisees to all faculty, Hānai-a-Kumu faculty-counselor partnerships
- MySuccess early alert system (to flag student concerns with counselors, to schedule student appointments with counselors, tutors)
- English and Math curricula redesign for accelerated/co-requisite course offerings to reduce or eliminate the time spent in developmental classes
- increased classroom tutors
- English professional development and wrap-around services program to provide increased time for individual student support
- creation of STEM Center
- new positions, including Student Success Coordinator, Outreach and Recruitment Coordinator, and Pathway Coordinator
- increased authentic assessment to improve courses and programs
- implementation of new curriculum management system and new assessment management system

In addition, Hawai‘i CC recently implemented the UHCC System’s Student Success Pathway (SSP) framework to create intentional and structured educational experiences to guide students from their point of entry through graduation, transfer and career. Key College representatives from cross-functional areas are working together to create an Integrated Student Advising and Support model which will assist students in achieving their academic and career goals by focusing on specific areas, including Onboarding, Student Success/Retention, and Completion (graduation/transfer).

Standard 7 – Licensure and Certification Examination Success Rate

Definition – Pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the examination. The rate must be reported for all programs where the licensure or certification examination is required for employment. Other certification examination may be reported on an optional basis.

- Baseline Value – Minimum required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited.
- Aspirational Value – 3% improvement per year improvement in the pass rate over the previous 3-year average, up to achievement level of 95%

Program: Nursing AS (National Examination)	2016	2015	2014	2013	2013-2016 Average
Baseline	80%	80%	80%	80%	80%
Aspirational Value	83.81%	--	--	--	83.81%
Actual Performance	89.59%	84.62%	83.33%	76.19%	83.43%
Difference between Baseline and Actual	9.59%	4.62%	3.33%	-3.81%	3.43%
Difference between Aspirational Value and Actual	5.78%	--	--	--	5.78%

Source: Nursing Program data

The baseline for the Nursing AS degree program is based upon the minimum required pass rate determined by Accreditation Commission for Education in Nursing (ACEN). The actual performance data are reported annually by the Hawai'i State Board of Nursing. Overall, there has been a steady increase in the actual performance for this program since 2013. With the exception of 2013, the program has exceeded the baseline. For 2016, the aspirational value was also exceeded by nearly 6%.

Program: Practical Nursing (National Examination)	2016	2015	2014	2013	2013-2016 Average
Baseline	75%	75%	75%	75%	75%
Aspirational Value	86.27%	--	--	--	86.27%
Actual Performance	75%	83.33%	83.33%	84.63%	81.57%
Difference between Baseline and Actual	0%	8.33%	8.33%	9.63%	6.57%
Difference between Aspirational Value and Actual	-11.27%	--	--	--	-11.27%

Source: Nursing Program data

The baseline for the Practical Nursing program is based upon the minimum required pass rate determined by the Hawai'i State Board of Nursing. The actual performance data are reported annually by the Hawai'i State Board of Nursing. In 2016, the aspirational value was not met, but overall, the actual performance for this program has either exceeded or met the baseline since 2013.

The Nursing department is currently working on a review of the ASN/PN curriculum to assure that it is current and relevant. Faculty are revising the ASN/PN curriculum to reflect current practice, using evidence-based nursing education research in order to facilitate student attainment of end-of-program student learning outcomes.

Current practices for preparing students for NCLEX-RN/PN are in an ongoing review process. Faculty are looking into the issue that the closest testing site is located on O'ahu. This proves costly for students and can delay their testing. Hawai'i CC's program goal is to improve NCLEX-RN/PN first time pass rates.

Standard 8 – Job Placement Rate

Definition – Job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the state plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program shall not be reported.

- Baseline (BV) – Perkins established placement rate for AY 2014
- Aspirational Value (AV) – Perkins established improvement rate for each subsequent year.

Program	2017		2016		2015		2014		2013	
	AY Pass Rate (%)	ISS AV (%)	AY Pass Rate (%)	ISS AV (%)	AY Pass Rate (%)	ISS AV (%)	AY Pass Rate (%)	ISS AV & new BV (%)	AY Pass Rate (%)	ISS AV (%)
Accounting	53.85	64.51	52.78	63.87	64	69	57.14	68.92	61.11	65
Administration of Justice	45.45	64.51	75	63.87	65.71	69	31.43	68.92	59.46	65
Agriculture	42.86	64.51	50	63.87	16.67	69	10	68.92	11.11	65
Architectural, Engineering and CAD Technologies	43.75	64.51	50	63.87	38.89	69	50	68.92	25	65
Auto Body Repair and Painting	71.43	64.51	50	63.87	72.73	69	46.15	68.92	63.16	65
Automotive Mechanics Technology	50.00	64.51	61.9	63.87	57.89	69	60	68.92	61.9	65
Business Technology	66.67	64.51	50	63.87	61.76	69	40.54	68.92	57.5	65
Carpentry	46.15	64.51	72.73	63.87	53.33	69	68.75	68.92	54.55	65
Culinary Arts	61.54	64.51	67.39	63.87	62.71	69	51.85	68.92	65.85	65
Diesel Mechanics	77.78	64.51	N/A	63.87	69.23	69	66.67	68.92	75	65
Digital Media Arts	50.00	64.51	66.67	63.87	N/A	69	N/A	68.92	20	65
Early Childhood Education	45.45	64.51	69.57	63.87	61.11	69	44.44	68.92	62.96	65
Electrical Installation and Maintenance Technology	68.42	64.51	76.19	63.87	88.24	69	56.52	68.92	68.42	65
Electronics Technology	50.00	64.51	80	63.87	33.33	69	60	68.92	87.5	65
Fire Science	65.79	64.51	69.23	63.87	66.67	69	64	68.92	82.86	65
Hawai'i Life Styles	N/A	64.51	N/A	63.87	N/A	69	33.33	68.92	40	65
Hospitality and Tourism	47.37	64.51	56.25	63.87	50	69	68.75	68.92	46.67	65
Human Services	N/A	64.51	100	63.87	66.67	69	N/A	68.92	75	65
Information Technology	50.00	64.51	37.5	63.87	56.25	69	33.33	68.92	42.86	65
Machine, Welding and Industrial Mechanics Technologies	50.00	64.51	58.33	63.87	57.14	69	53.85	68.92	66.67	65

Marketing	30.77	64.51	58.33	63.87	63.64	69	15.38	68.92	63.64	65
Nursing: AS	68.18	64.51	84.09	63.87	68.57	69	48.84	68.92	55.36	65
Nursing: Practical	40.00	64.51	45.45	63.87	40	69	N/A	68.92	81.82	65
Substance Abuse Counseling	83.33	64.51	37.5	63.87	N/A	69	10	68.92	66.67	65
Tropical Forest Ecosystem and Agroforestry Management	75.00	64.51	60.00	63.87	37.50	69	N/A	68.92	57.14	65
<i>Programs Exceeded AV</i>	8/25 32%		10/25 40%		3/25 12%		0/25 0%		9/25 36%	
<i>Programs ≥ 90% of AV</i>	1/25 4%		3/25 12%		7/25 28%		4/25 16%		8/25 32%	
<i>Programs < 90% of AV</i>	14/25 56%		10/25 40%		12/25 48%		17/25 68%		8/25 32%	
<i>N/A = Programs < 10 students exiting</i>	2/25 8%		2/25 8%		3/25 12%		4/25 16%		0/25 0%	

Source: University of Hawai'i, Institutional Research Office, Operational Data Store, OVPCC_APR_REVIEWS view; generated by Hawai'i CC, Institutional Research Office; data queried November 3, 2017.

An analysis of results shows that it has been a challenge for the College to meet the Job Placement aspirational value. The 2016 aspirational value was decreased by 5.13% from the previous year which made it a more realistic aspirational value for many programs. A program-by-program analysis shows that three programs attained at least 90% of the aspirational value in four out of five years – Diesel Mechanics, Electrical Installation and Maintenance, and Fire Science. The AS in Nursing exceeded the aspirational value the last two years and reached at least 90% of the aspirational value in 2015.

The lack of new/replacement job positions for graduates may be a reason for programs not meeting aspirational value. The program faculty maintain very close connections with employers through advisory councils, professional relationships, and internships. Program Advisory Councils of industry partners keep the programs abreast of industry needs and trends (new skills, procedures, technology changes, etc.) as well as employment forecasts, short and long term. Businesses and organizations recognize the quality of the College's programs and contact faculty to let them know of job openings and to recruit graduates. Further, UHCC recently developed the Hawai'i Industry Sectors dashboard; program faculty and students use the tool to navigate for potential careers and their demand in the state and county. The College is exploring a more efficient and accurate way to capture employment data on graduates.

Significant Events: 2013-2018

75th Anniversary

Hawai'i CC celebrated its 75th anniversary in 2016. The College started in 1941 as Hawai'i Vocational School, with 183 students enrolled in five trades programs, and grew to campuses on the east and west sides of Hawai'i Island with enrollments up to 3,900 students and the offering of 31 academic degrees and 46 certificates ([INTRO-40](#)).

Hawai‘i Community College – Pālananui

A substantive change proposal was approved by ACCJC for the relocation of Hawai‘i CC’s branch campus to a new site at Pālananui ([INTRO-41](#)). As part of its commitment to expand affordable access to higher education across the island, the College offered its first classes at the new Pālananui branch campus in fall 2015. Two-year associate degrees in Culinary Arts, Nursing, Hawaiian Studies, Natural Science, and Liberal Arts are among the offerings. The campus also delivers bachelor’s and graduate degrees from other campuses in the UH System through the UHCWH. In addition, the move to Pālananui allowed for the expansion of non-credit workforce development training on the west side of the island. Pālananui is a vibrant and essential resource and academic milestone ([INTRO-42](#)): the new classrooms, science laboratories, learning kitchens, and learning resource center are state-of-the-art, LEED Platinum Certified facilities designed for 21st century learning, and are the fulfillment of the College’s Phase I development of the Pālananui campus ([INTRO-43](#)). As evidence of the College’s success in expanding access to higher education in West Hawai‘i, enrollment has increased from fall 2015 to fall 2017 at Pālananui, when most other campuses in the UH System have experienced enrollment drops ([INTRO-44](#)).

50th Model Home

In 2017, the 50th Model Home was completed. The "Model Home Project" was established in 1965 with the first home completed in 1966. Students in the College’s construction trades programs design and build a custom home, acquiring valuable hands-on learning experience while providing an affordable house to a local family. Students learn how to work with others in related fields and develop work ethics and professional attitudes necessary to be successful in their trades. Over 4,000 Hawai‘i CC students have benefited to date, from programs including Architectural, Engineering and CAD Technologies; Welding; Carpentry; Diesel Mechanics; Agriculture; and Electrical Installation and Maintenance Technology ([INTRO-45](#)).



East Hawai‘i Population Growth and Long Range Planning for Manono Campus

The county’s continued population growth, which is surpassing other counties in the state, will impact the population center of Hilo and nearby districts such as Puna, due to the affordability of housing on the east side of the island ([INTRO-46](#)). In response to this rapid population growth, a new, long range development plan (LRDP) for the Manono campus will highlight the College’s continued institutional commitment to expand access to higher education on the east side of the island ([INTRO-47](#)).

Island-wide Higher Education Commitment Extends to North Hawai‘i

Legislative funding of \$9 million will allow the College to further its island-wide commitment through the renovation of the North Hawai‘i Education and Research Center (NHERC) ([INTRO-48](#)), where the College has offered classes in the past.

Developmental Education Reform

Until 2015, the College’s developmental education courses represented a significant part of the curricula. The College catalog outlined a progression chart for course prerequisites in the areas of writing, reading, and math. Nationally, community colleges have looked at the reform of developmental education to identify ways to improve the success of students moving through the progression of developmental into college-level courses. In December 2015, the UH community colleges implemented UHCC Policy, UHCCP 5.213 Time To Degree: Co-requisite following a national trend of offering accelerated developmental education, in which a developmental or co-requisite course is taken with a college-level course to reduce the time needed to complete college-level courses ([INTRO-49](#)).

General Education Revision

A major change to the College’s General Education (GE) program was begun by the Academic Senate during the last accreditation review period. The review process to determine if a course should be designated GE has been implemented and a scoring rubric is in use. GE learning outcomes are available in the catalog and online, and designated courses are also posted on the website ([INTRO-50](#)). The primary purposes for the revision were to ensure that all aspects of the ACCJC requirements for general education are met and to align with the other UH campuses, particularly UH Hilo. Most recently, the College’s AA and AS programs decided to transition to the UH Mānoa Foundations/Diversifications model for general education (see Standard II.A).

Assessment

To evaluate the success of student learning, the College has made a major commitment to assessment. The College has invested significant time and resources into improving assessment practices and reporting. In 2017, the College implemented a digital assessment management system, Campus Labs *OUTCOMES*, that enables faculty to receive immediate feedback on their course learning outcome (CLO) assessments and contributions to aligned program learning outcomes (PLOs) and institutional learning outcomes (ILOs). The system provides advanced analytic and graphic data tools to support program and institutional strategic planning, allowing programs to more easily report and analyze their contributions to students’ learning and achievement of the College’s mission through the annual and comprehensive program review process.

Leadership Changes

Several changes in College leadership have occurred, primarily due to retirements that were covered with interim and new appointments:

- **Chancellor**
 - Noreen Yamane (July 2011-December 2015)
 - Joni Onishi (interim January-June 2016)
 - Rachel Solemsaas (July 2016-present)
- **Vice Chancellor for Academic Affairs**
 - Joni Onishi (2013-2015; July 2016-present)
 - Joyce Hamasaki (interim January 2015-June 2016)
- **Vice Chancellor for Student Affairs**
 - Jason Cifra (January 2012-January 2017)
 - Dorinna Cortez (interim January 2017-present)
- **Vice Chancellor for Administrative Services**
 - James Yoshida (April 2012-March 2017)
 - Ken Kaleiwahea (interim April 2017-present)
- **Director UHCWH/Pāalamanui**
 - Beth Sanders (interim October 2007-March 2014)
 - Kenneth Fletcher (March 2014-present)
- **Director of Office of Continuing Education and Training/EDvance**
 - Deborah Shigehara (interim July 2009-August 2016)
 - Jessica Yamamoto (August 2016-present)
- **Dean of Liberal Arts and Public Services**
 - Guy Kimura (interim August 2009-July 2014)
 - Christopher Manaseri (July 2014-September 2016)
 - Caroline Naguwa (interim January-July 2016)
 - Vacant (Joni Onishi assumed duties August 2016-June 2017)
 - Melanie Dorado Wilson (June 2017-present)
- **Dean of Career and Technical Education**
 - Joyce Hamasaki (interim January 2012-July 2014, permanent August 2014-April 2017)
 - Currently vacant (in recruitment Summer 2018; Joni Onishi assumed duties since April 2017)

Organization of the Self-Evaluation Process

Core Team Members

Editing Team Members

Standard Team Members

Timeline



*Manono Campus
Hilo, Hawai'i*

Core Team Members

Role	Name
Co-Chairs	Caroline Naguwa, Associate Professor, English Leanne Urasaki, Assistant Professor, Instructional Technology Developer
Chancellor	Rachel Solemsaas, Chancellor
Administration Liaison	Joni Onishi, Vice Chancellor for Academic Affairs
Accreditation Liaison Officer	E. Kalani Flores, Professor, Hawai'i Life Styles, Pālanuanui
Liaison – 1A/B, 1C, 3C	Reshela DuPuis, Assistant Professor, Institutional Assessment Coordinator
Liaison - 2A	Kate Sims, Professor, English, Pālanuanui
Liaison - 2B, 3B, 4A	Guy Kimura, Professor/Coordinator, The Learning Center
Liaison - 2C, 3A, 3D	Dorinna Cortez, Interim Vice Chancellor for Student Affairs

Editing Team Members

Role	Name
Editor	Sharon Dansereau, Instructor, English
Formatter	Marjorie Hale-Fishman, Lecturer, Information Technology

Standard Team Members

Standard I

Role	Name
Team Leader	Mari Giel, Instructor/Counselor, Student Services
Writer - I.A/I.B	Estee Nathanson, Continuing Educational Specialist, EDvance
Writer - I.C	Marilyn Bader Professor, Mathematics Cathy Nishie, Office Assistant, Computer Services Michelle Phillips, Instructor, Biological Sciences Sherise Tiogangco, Interim Registrar/Admissions & Records Manager

Standard II.A

Role	Name
Team Leader	Grace Funai, Associate Professor/Counselor, Student Services
Writer	Tanya Dean, Assistant Professor, English, Pālanuanui

Organization of the Self-Evaluation Process

Jeff Fujii, Educational Specialist, Automotive Mechanics
Technology, Auto Body Repair and Painting
Pearla Haalilio, Student Services Specialist, Pāalamanui
Meidor Hu, Associate Professor, Art
Kesha Kubo, Information Center Coordinator
April Nakagawa, Secretary, Applied Technical Education
Division
Jill Savage, Associate Professor, Mathematics

Standard II.B

Role	Name
Team Leader/Writer	Karaline Naegele, Student Services Specialist, Student Services
	Karen Au, Educational Specialist, Pāalamanui
	Jessica Gonzalez, Instructor, Philosophy
	Kaleo Ian Pilago, Educational Specialist, Hale Kea Advancement and Testing Center

Standard II.C

Role	Name
Team Leader Writer	Kenoa Dela Cruz, Professor/Counselor, Student Services
	Kristine Kotecki, Instructor, English
	Erick Cremer, Assistant Professor, Nursing
	Jodi Mine, Budget Analyst, Administrative Affairs
	Luria Namba, Instructor, Biological Sciences, Pāalamanui

Standard III.A

Role	Name
Team Leader/Writer	Kenneth Kaleiwahea, Interim Vice Chancellor for Administrative Services
	Shana Kojiro, Human Resources Specialist, Human Resources
	Lori Medeiros, Secretary, Dean of Liberal Arts and Public Services
	Kelley O’Leary, Instructor, Nursing

Standard III.B

Role	Name
Team Leader/Writer	Larissa Leslie, Assistant Professor/Counselor, Student Services
	Lori Flores, Educational Specialist, Hale Kea Advancement and Testing Center
	Jeffrey Newsome, Safety/Security Specialist, Security

Standard III.C

Role	Name
Team Leader/Writer	Anne Chung, Assistant Professor, Business Technology Joy Aito, Network Specialist, Computer Services Grant Ka‘au‘a, Assistant Professor, Construction Academy Neva Supe-Roque, Instructional and Student Support Specialist, Academic Support Unit

Standard III.D

Role	Name
Team Leader/Writer	Kirk Mikami, Administrative and Fiscal Support Specialist, Business Office Susie Dill, Instructor, Accounting Luane Ishii, Secretary, Dean of Career and Technical Education

Standard IV.A

Role	Name
Team Leader/Writer	Carrie Mospens, Assistant Professor, English Monica Burnett, Educational Specialist, Hawai‘i Life Styles

Standard IV.B

Role	Name
Team Writer	Rachel Solemsaas, Chancellor
Team Writer	Joni Onishi, Vice Chancellor for Academic Affairs

Standard IV.C/IV.D

Role	Name
Coordinator	E. Kalani Flores, Professor, Hawai‘i Life Styles, Pālanuui

Timeline

Fall 2016

August

Chancellor appointed Accreditation Core Team members

- Caroline Naguwa, ISER Co-Chair
- Leanne Urasaki, ISER Co-Chair
- Dorinna Cortez, Standard Team Liaison
- Reshela DuPuis, Standard Team Liaison
- E. Kalani Flores, ALO
- Guy Kimura, Standard Team Liaison
- Joni Onishi, Administration Liaison
- Kate Sims, Standard Team Liaison

September

UHCC System training for Core Team

Upon training with a consultant, the Core Team decided to implement Design Thinking principles and strategies to organize the accreditation process. A key result was commitment to a “ground-up” process of inquiry and reflection involving mixed teams of faculty and staff from across the College.

Standard Team members identified

Each team contained at least one member familiar with the standard’s target area; however, other team members were intentionally selected from outside of the area to bring diverse views and voices to the discussion. Each team had an assigned leader and a writer; for smaller teams, the leader and writer were the same individual. See listing on the previous page(s).

October

Standard Team Training #1

Spring 2017

January

Standard Team Training #2

February

Standard Writers Training

March

Standard Teams Analysis meetings

Standard Team members, Core Team members, and additional campus stakeholders engaged in collaborative discussion of the Teams’ evidence findings in order to determine whether and how standards were being met and to suggest actionable items for the campus to pursue.

May **Editing Team Training (Editor/Formatter)**

First drafts due from Standard Teams

Summer 2017

May – July **Initial formatting/editing of ISER draft**

July **QFE Work Session (1st meeting to discuss QFE proposals)**
 In response to suggested actionable items and areas of concern arising from the Standard Teams analyses and ISER draft, the ISER co-chairs convened a group of administrator and faculty stakeholders to discuss potential QFE projects to present to the campus.

Fall 2017

September –October **Core Team and Campus review of ISER draft (including QFE proposals)**

November **Standard Team revisions due**

November – December **Core Team final review of ISER draft**

Spring 2018

January – March **QFE finalization**
Final formatting/editing of ISER and QFE

April – May **Campus and Administration approvals of ISER and QFE**

May **Submission of ISER to UHCC and UH BOR**

Summer 2018

August **Submission of ISER to ACCJC**

Organization of the Institution

Organizational Charts

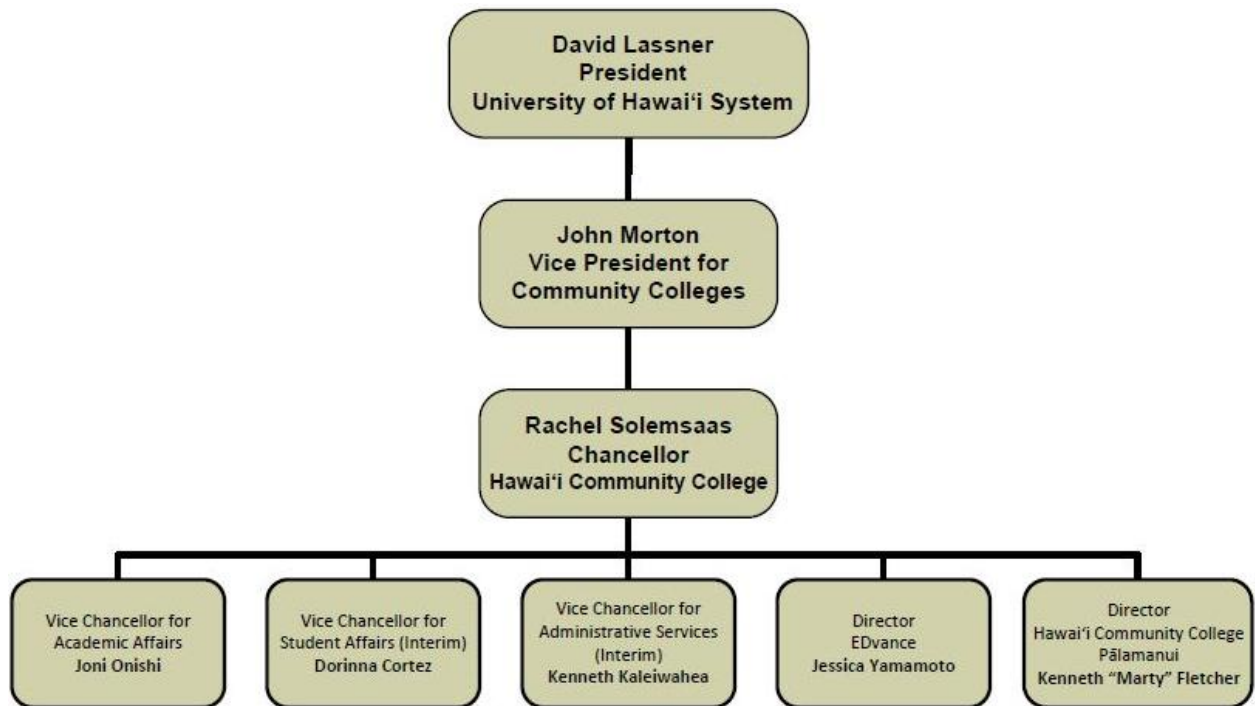
- **Hawai‘i Community College Administration**
- **College Units**
- **Office of the Chancellor**
- **Academic Affairs**
- **Student Affairs**
- **Administrative Services**
- **EDvance**
- **Hawai‘i Community College – Pālanianui**

University of Hawai‘i Community College Functional Map

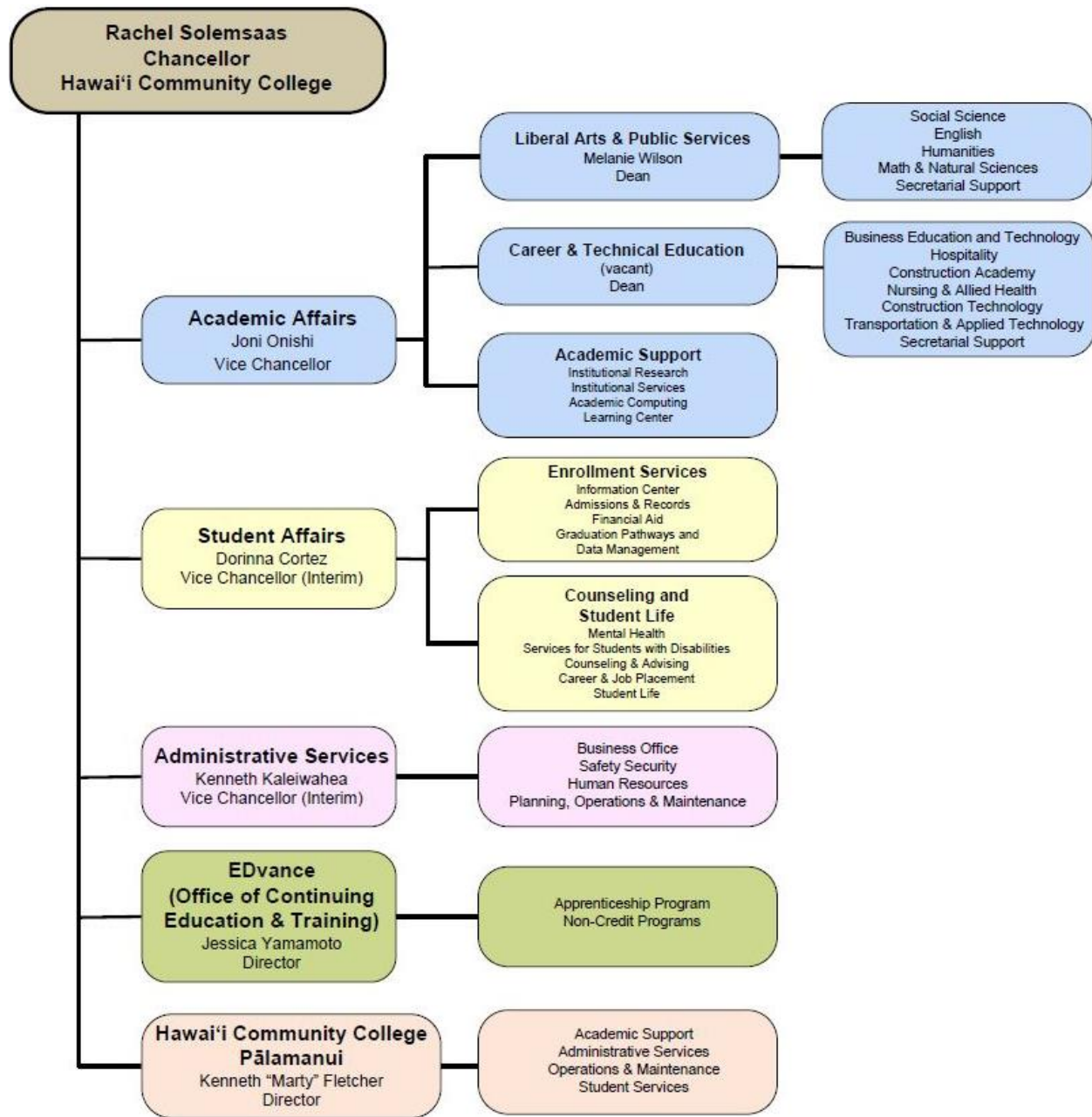


Hawai‘i CC Faculty and Staff

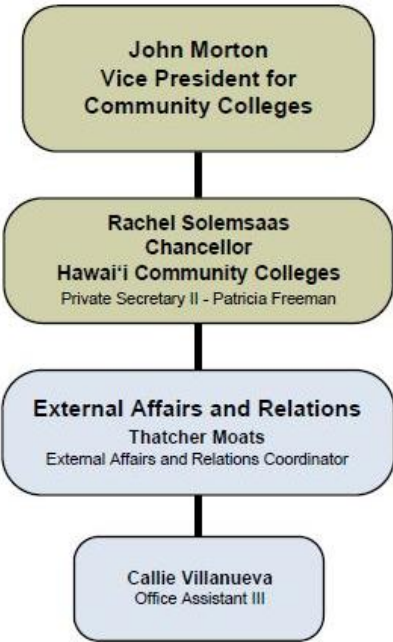
Hawai'i Community College Administration



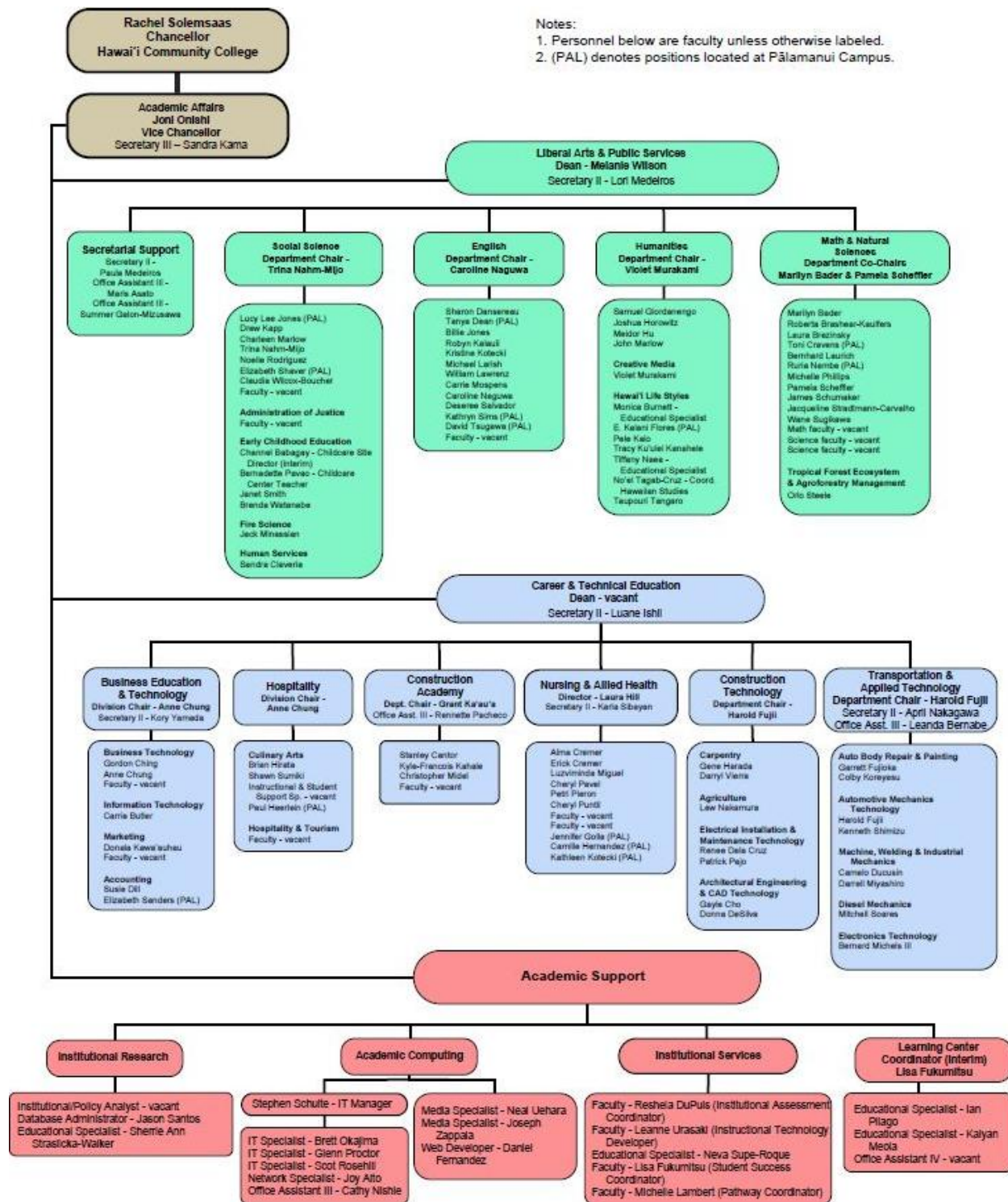
College Units



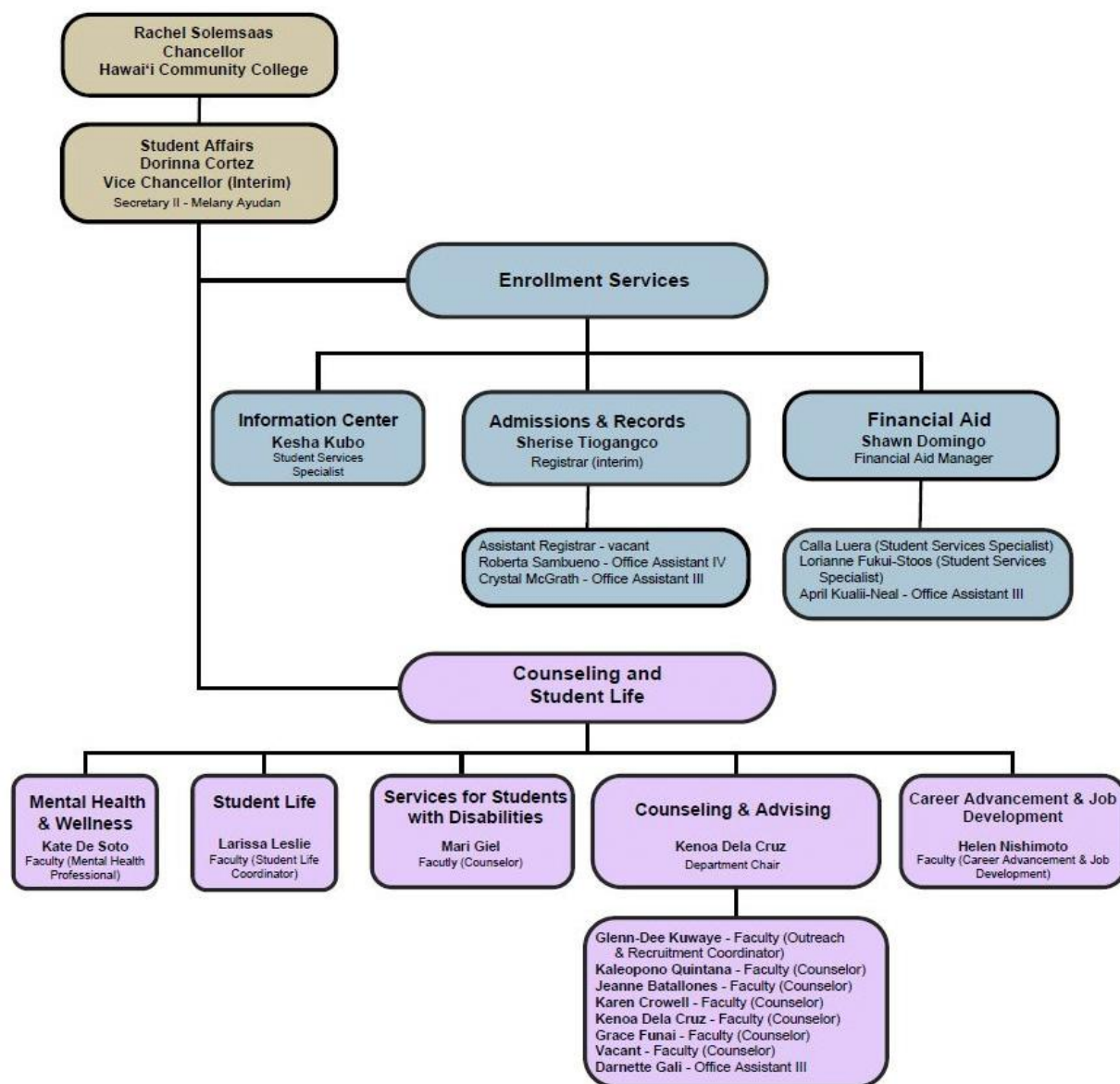
Office of the Chancellor



Academic Affairs



Student Affairs

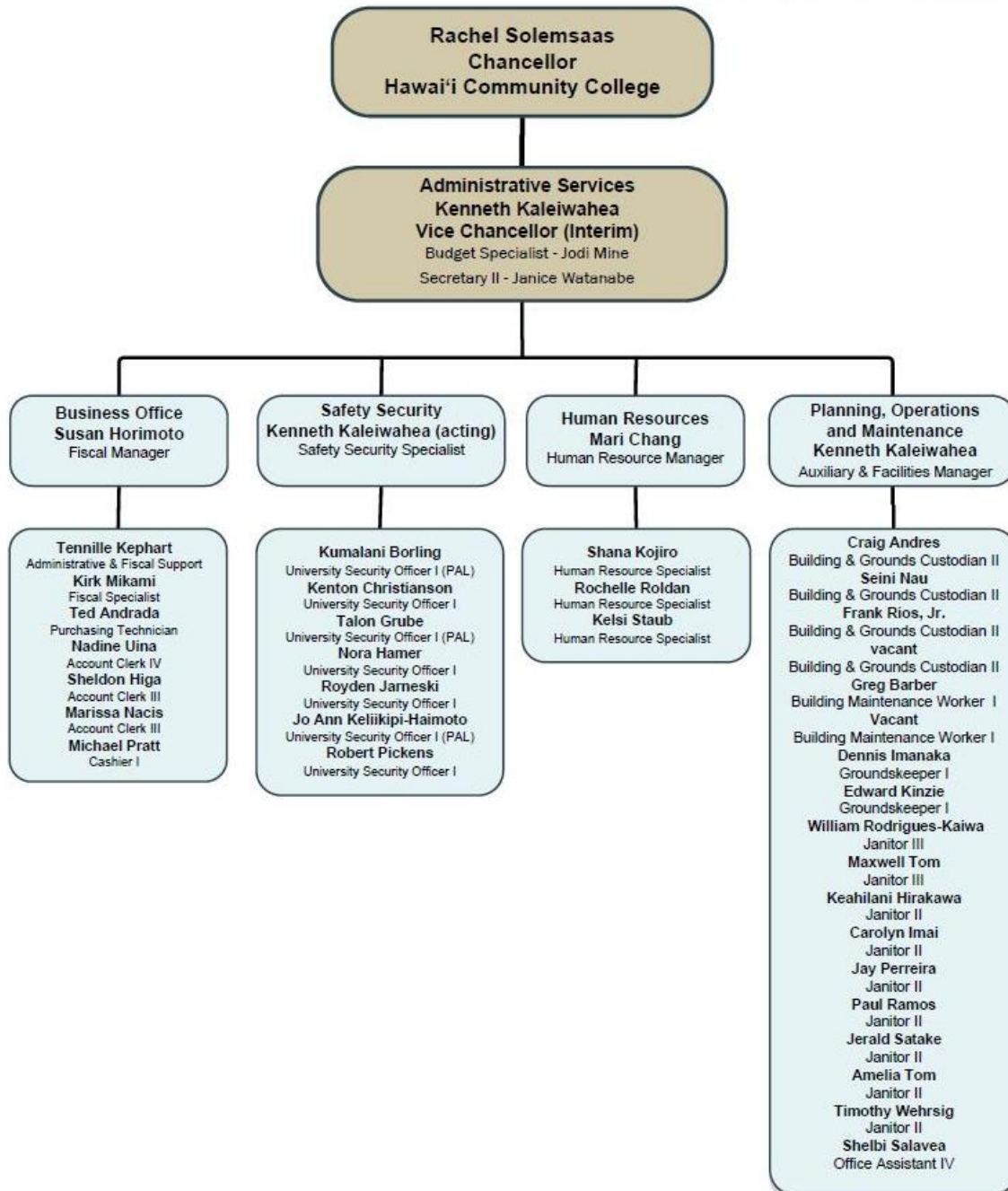


Administrative Services

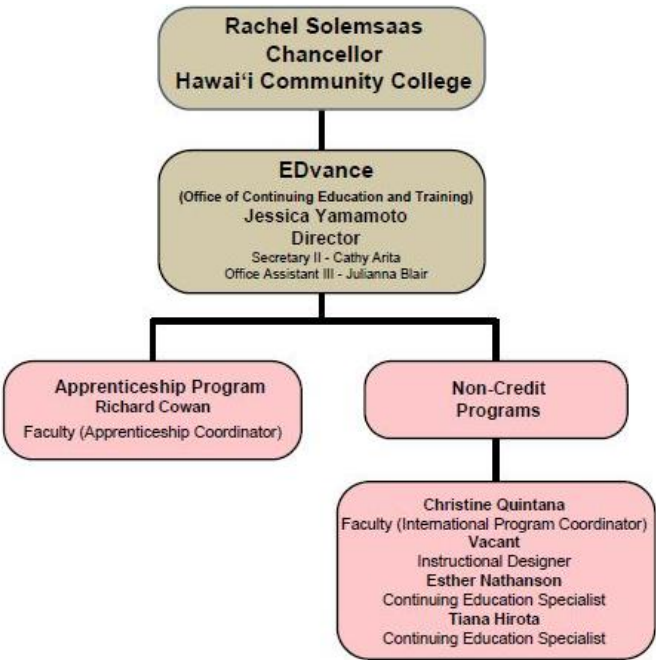
Notes:

1. Personnel below are faculty unless otherwise labeled.

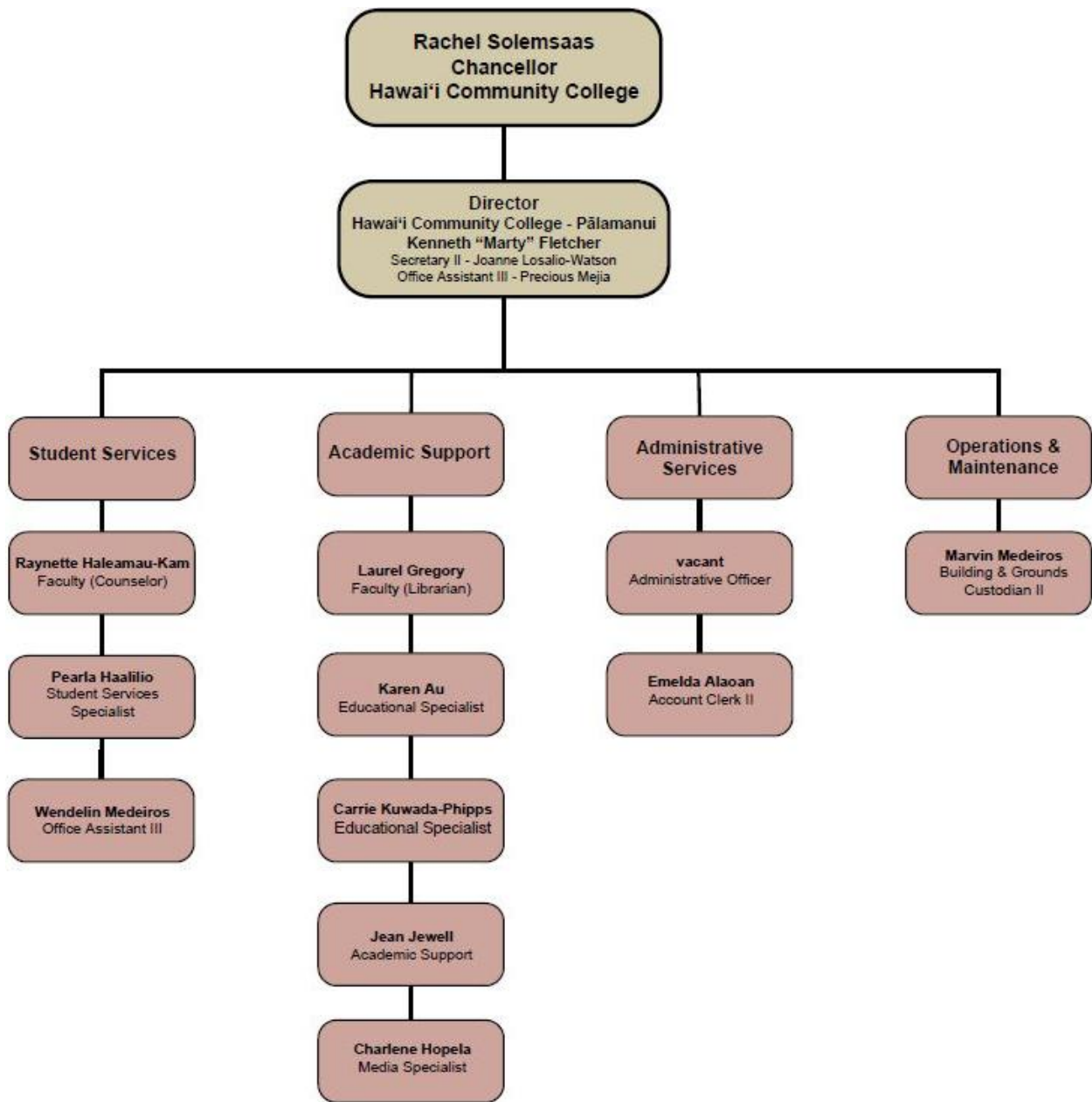
2. (PAL) denotes positions located at Pālanui Campus.



EDvance



Hawai'i Community College – Pāalamanui



University of Hawai‘i Community College Functional Map

The delineation of functions and the differentiation of responsibilities between system and campus level is outlined in the UHCC System Functional Map, most recently reviewed by the community colleges and updated in fall 2017 ([INTRO-51](#)). A summary version organized by major accreditation topic is provided below.

Accreditation Topic	UH Community College System/ UH System	College
1.A Mission	The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH System mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
1.B Academic Quality	UH Community Colleges establish systemwide institution-set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC System level.	Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
1.B Institutional Effectiveness	Both the UH System and UHCC System provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC System also provides data to the colleges in support of program review and accreditation compliance.	Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.
1.C Institutional Integrity	UH System and UHCC System publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or systemwide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.

Accreditation Topic	UH Community College System/ UH System	College
2.A Instructional Programs	<p>Policies relating to degrees and certificates are established at the UHCC System level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC System, and the UH System.</p> <p>Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH System and UHCC System level.</p>	Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.
2.B Library and Learning Support Services	UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and on-line tutoring, are provided by the UH and/or UHCC System to all students.	Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.
2.C Student Support Services	UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.	Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.
3.A Human Resources	<p>HR policies and classifications are determined by UH and UHCC System and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC System act as appeal levels on HR related matters.</p> <p>System and colleges share professional development responsibilities.</p>	Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.

Accreditation Topic	UH Community College System/ UH System	College
3.B Physical Resources	Development of long-range physical plans and implementation of capital improvement projects are a shared responsibility of UH System, UHCC System and the colleges.	Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.
3.C Technology Resources	Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate systemwide on-line learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support. Colleges are responsible for training faculty in the use of online delivery and management.
3.D Financial Resource Planning	UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State Legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC System is appropriated funds by the State Legislature and allocates those funds to the colleges. The UHCC System does not receive funds on an FTE or other formula basis from the Legislature.	Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
3.D Financial Resource Stability	University fiscal systems are managed by UH System. Regular audits are conducted of the UH System, including separate schedules for the UHCC System. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. UH System centrally manages all extramural funds.	Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.

Accreditation Topic	UH Community College System/ UH System	College
3.D Financial Resource Liabilities	Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai'i. UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
3.D Financial Resource Contractual Agreements	UH System establishes and manages all contracts in accordance with state procurement laws.	Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
4.A Decision-making Roles and Responsibilities	Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by state statute.	Colleges implement shared governance policies and processes for internal college decision-making.
4.B Chief Executive Officer	UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC System policies.
4.C Governing Board	<p>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to state open meeting and public information laws and regularly published.</p> <p>The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation</p>	Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.
4.D Multi-College Districts or Systems	The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher	Colleges operate within the policy and planning framework established by the UH System

Accreditation Topic	UH Community College System/ UH System	College
	<p>education in Hawai‘i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>UH System is responsible for UH executive policies, UH System planning and coordination, and for selected systemwide support services such as financial services, facilities planning, UHCC System is responsible for CC-wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.</p>	and UHCC System.

LIST OF EVIDENCE

INTRO-1	Kauhale
INTRO-2	Accreditation
INTRO-3	Enrollment Information fall 2017
INTRO-4	Population by County
INTRO-5	Civilian Labor Force Summary
INTRO-6	Unemployment Rate March 2018
INTRO-7	Local Area Unemployment Statistics
INTRO-8	American Factfinder
INTRO-9	Individuals below poverty line
INTRO-10	Big Island Household Income Falling
INTRO-11	Free Meal Program
INTRO-12	Industry Employment Trends
INTRO-13	Occupational Employment Trends
INTRO-14	Industry Employment Trends Table 1
INTRO-15	Long-Term Industry Projections, Hawai‘i County, 2014-2024
INTRO-16	Occupational Employment Trends
INTRO-17	Occupational Growth
INTRO-18	Hawai‘i College Graduates Table 2.7
INTRO-19	Selected Student Characteristics
INTRO-20	Students by Geographic Area
INTRO-21	Fall 2016 Enrollment by Ethnicity
INTRO-22	Population by Race
INTRO-23	Degrees and Certificates for Native Hawaiians and Part-Hawaiian
INTRO-24	Enrollment by Age
INTRO-25	Census Gender Breakdown

<u>INTRO-26</u>	Enrollment Trends
<u>INTRO-27</u>	EDvance Registration
<u>INTRO-28</u>	Projected Enrollment Through Fall 2022
<u>INTRO-29</u>	Hawai'i County Unemployment Rate Trends
<u>INTRO-30</u>	Unmet Need Per Student
<u>INTRO-31</u>	UH Executive Policy, EP 6.201 Tuition Schedule
<u>INTRO-32</u>	Tuition Schedule
<u>INTRO-33</u>	Strategic Direction UHCC
<u>INTRO-34</u>	Strategic Direction HCC
<u>INTRO-35</u>	Targeted Population
<u>INTRO-36</u>	Hawai'i P-20 Partnership for Education
<u>INTRO-37</u>	Enrollment
<u>INTRO-38</u>	Waipahu Community School for Adults
<u>INTRO-39</u>	UHCC Policy, UHCCP 4.203 Institution-Set Standards
<u>INTRO-40</u>	75th Anniversary
<u>INTRO-41</u>	Substantive Change – Pāalamanui
<u>INTRO-42</u>	Pāalamanui Webpage
<u>INTRO-43</u>	West Hawai'i – Long Range Development Plan 2009 Revision and Update
<u>INTRO-44</u>	Enrollment Growth Pāalamanui
<u>INTRO-45</u>	50th Model Home
<u>INTRO-46</u>	Population Growth East Hawai'i
<u>INTRO-47</u>	HCC Expansion Options
<u>INTRO-48</u>	Three Part Vision
<u>INTRO-49</u>	UHCC Policy, UHCCP 5.213 Time to Degree Co-Requisite
<u>INTRO-50</u>	GE Learning Outcomes
<u>INTRO-51</u>	Functional Map

Certification of Continued Institutional Compliance with Eligibility Requirements

Authority

Operational Status

Degrees

Chief Executive Officer

Financial Accountability



Hawai'i CC Graduates

Continued Compliance with Eligibility Requirements

Hawai'i Community College is in full compliance with the 21 Eligibility Requirements (ERs) for accreditation. The following section addresses ERs 1-5. The remaining 16 will be discussed in the appropriate sections of the Standard Reports.

1. Authority

Hawai'i CC is a two-year community college under the authority of the University of Hawai'i (UH) Board of Regents (BOR). The Hawai'i State Constitution establishes the university as a public corporation, and the BOR is responsible for the successful operation and achievement of its purposes. All instructional programs and degrees, faculty appointments, and changes in institutional mission must be approved by the BOR. By law, the BOR has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs.

Documentation

- Degree-granting approval statement, authorization to operate, or certificates from appropriate bodies
 - [Article X of the Constitution of the State of Hawai'i](#)
 - [Hawai'i Revised Statutes 304A, Part IV - University of Hawai'i System - Divisions, Departments and Programs](#)
 - [Relationship of the Board to Administration and University](#)

2. Operational Status

Hawai'i CC has been fully operational for over 75 years, offering fall, spring, and summer classes designed to meet the varied educational needs of degree-seeking students. The College offers classes at several sites and through distance education. A current schedule of classes and programs can be found on the College website. In addition to the wide range of certificate and degree offerings, the College offers a variety of non-credit programs and courses through EDvance (formerly the Office of Continuing Education and Training–OCET) and hosts UH Center, West Hawai'i students at its Pālanui campus.

Documentation

- [Enrollment history of institution \(most recent three years suggested\)](#)
- Enrollments in institutional degree programs by year or cohort, including degrees awarded
 - [Enrollment by degree programs](#)
 - [Degrees awarded by major](#)
- [Current schedule of classes](#)

3. Degrees

The College provides 27 academic programs offering 31 degrees, 44 career and technical education certificates, and 2 academic subject certificates in Liberal Arts. All academic degrees

require at least 60 credits, two years of full-time coursework that include a general education component. Degree and course information is available on the College website or in the catalog.

Documentation

- [College Catalog](#)
 - List of degrees, course credit requirements, and length of study for each degree program
 - General education courses and requirements for each degree offered
 - Catalog designation of college level courses for which degree credit is granted
- Data describing student enrollment in each degree program and student enrollment in the institution's non-degree programs
 - [Enrollment by degree program](#)
 - [EDvance \(non-degree programs\) enrollment data](#)

4. Chief Executive Officer

The UH BOR appoints the chancellor, who is the chief executive officer of the College. When Chancellor Noreen Yamane retired in December 2015, Joni Onishi, vice chancellor for Academic Affairs, served as the interim chancellor during the selection process for a new chancellor. Rachel Solemsaas was appointed by the BOR in April 2016, and began as chancellor on July 1, 2016. She is the chief executive officer of the College. The chancellor's full-time responsibility is to the College; she has the authority to administer BOR policies 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.

The rules and regulations of the University of Hawai'i System grant the Office of the Chancellor the following authority and responsibilities. The chancellor

- issues rules and regulations governing the activities of the College
- develops long-range plans for the growth and improvement of the College
- recommends appointments, tenure, leaves, terminations, and promotions for all College personnel
- maintains accreditation standards as promulgated by the Accrediting Commission for Community and Junior Colleges, the State Legislature, and other governing bodies
- approves and submits a College budget to the University System
- serves as the College's liaison and representative to the general community, including the Hawai'i County government, state legislators, and other appropriate state and community agencies and organizations
- assures community involvement and program quality through the establishment of lay advisory bodies to critically review instructional programs, the continuance of a fundraising committee, and the establishment of other committees as needed.

Documentation

- [Name, address, and biographical information about the chief executive officer](#)

- [Certification of CEO's full-time responsibility to the institution signed by chief executive officer and governing board](#)

5. Financial Accountability

The College annually undertakes an external financial audit performed by a certified public accountant in accordance with principles set by the Government Standard Board. Audits are reviewed by the BOR. Required federal audits are conducted and are available online at the UH Vice President for Budget and Finance Chief Financial Officer website. Periodic audits and reviews are done by the UH Office of Internal Audit. Financial documents, including copies of budget and audit reports, are linked below. The College reviews its student financial aid obligation through United States Department of Education financial aid audits.

Documentation

- [Past, current, and proposed budgets](#)
- [Certified independent audits](#), including management letters
- [Financial aid program review/audits](#) if the institution is a participant
- [Student loan default rates](#) and relevant USDE reports if the institution is a participant

Compliance with Commission Policies and Federal Regulations

Policies on Rights and Responsibilities of the Commission and Member Institutions

Policy on Institutional Degrees and Credits

Policy on Transfer of Credit

Policy on Distance Education and on Correspondence Education

Policy on Representation of Accredited Status

Policy on Student and Public Complaints against Institutions

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

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Policy on Institutional Compliance with Title IV



*2018 Kilauea eruption
Photo Credit: US Geological Survey*

Compliance with Commission Policies and Federal Regulations

Hawai'i Community College affirms its continued compliance with Commission policies and federal regulations.

Policies on Rights and Responsibilities of the Commission and Member Institutions

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

Hawai'i CC has fulfilled its institutional responsibility to solicit third party comment on its self-evaluation report. In fall 2017, the College solicited feedback on the draft ISER, which was made available to the campus community, via email and online intranet access, and hosted review discussions with smaller groups. The ISER draft was also provided to student government for feedback. In summer 2018, the College posted its final ISER on its website for review by the campus community and public. In addition, the College has an online link on its Accreditation webpage to the Third Party Comment Form on ACCJC's website.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

The College will cooperate with the visiting evaluation team if any necessary follow-up is required related to third party comments.

Policy on Institutional Degrees and Credits

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

Hawai'i CC adheres to UHCC Policy, UHCCP 5.228 Credit Hour, which provides a consistent measure of the quality of a student's academic experience by defining a credit hour and identifying the process and evidence by which the UHCC System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit. UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates establishes the minimum number of credit hours for each of the College's certificates and degrees.

Documentation

- [UHCC Policy, UHCCP 5.228 Credit Hour](#)
- [UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates](#)
- [Hawai'i CC Degrees and Certificates](#)

Related University policies include

- [UH Executive Policy, EP 5.228 Credit Hour](#)
- [Board of Regents Policy, RP 5.201 Instructional Programs](#)
- [UH Executive Policy, EP 5.202 Review of Established Programs](#)
- [UHCC Policy, UHCCP 5.202 Review of Established Programs, Attachment 1-B](#)

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

The Academic Senate Curriculum Review Committee (CRC) reviews all new course and degree proposals as well as course/degree revisions, confirms that the courses/degrees meet this minimum unit requirement, and verifies that unit-to-student-learning-hour ratios are correct. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. The College's programs, degrees, and tuition have been approved by the UH Board of Regents and are comparable to those at other community colleges across the UHCC System.

Documentation

- [CRC Duties and Responsibilities](#)

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

Tuition, based upon the number of semester hours for residents and nonresidents, is consistent for degree programs across all UH community colleges as outlined in Board of Regents Policy, RP 6.202 Tuition and in UH Executive Policy, EP 6.202 Tuition-Setting Procedures.

Documentation

- [Board of Regents Policy, RP 6.202 Tuition](#)
- [UH Executive Policy, EP 6.202 Tuition-Setting Procedures](#)

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The College does not award credit based on the clock-to-credit hour conversion formula.

Policy on Transfer of Credit

Transfer policies are appropriately disclosed to students and to the public.

Students and the public are informed of current transfer policies and procedures on transferring from within the UH System and from outside the UH System through the College catalog and website, as well as through advising. In addition, the systemwide Course Transfer Database website contains a searchable database of course equivalencies/evaluations for UH campuses, as well as for other colleges and universities.

Documentation

- [2017-18 Catalog, p. 20; pp. 38-39](#)
- [Transfer from Within the UH System](#)
- [Transfer from Outside of the UH System](#)
- [UH System Course Transfer Database](#)

Policies contain information about the criteria the institution uses to accept credits for transfer.

Hawai'i CC provides for effective transfer of credit that minimizes student difficulties while maintaining the College's commitment to the value and quality of degrees, certificates, and other credentials that are awarded.

Documentation

- [UH Executive Policy, EP 5.209 University of Hawai'i Student Transfer and Campus Interarticulation](#)
- [Board of Regents Policy, RP 5.214 Student and Credit Transfer within the University](#)
- [Hawai'i CC Policy, HAW 7.208 Transfer Credit Evaluation Policy](#)
- [Hawai'i CC Policy, HAW 7.209 Transferring Credits from External Institutions](#)

Policy on Distance Education and on Correspondence Education

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

Hawai'i CC defines its distance education (DE) courses in alignment with the USDE definition and the UH Board of Regents Policy 5.210 Distance Education and Offsite Instruction, and articulates the types of DE courses available to students in its catalog and on its website. The College requires all faculty teaching online classes to complete a compliance certification form certifying their compliance with several regulations and policies, including meeting the USDE definition of distance education. The College does not offer correspondence education courses.

Documentation

- [Distance Education and Offsite Instruction](#)
- [2017-18 Catalog, pp. 10-11](#)
- [Distance Education webpage](#)
- [Online Course Compliance Certification Form](#)

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

All Hawai'i CC courses are designed based on Course Outlines of Record that contain the common course elements taught regardless of who teaches the course or the modality of the class. This ensures that all courses offered, including those taught via DE, have the same learning outcomes. In addition, courses and instruction are evaluated using a variety of methods, including peer and student evaluations, regular five-year course review, and learning outcomes assessment.

Departments decide the mode of delivery of courses. Factors that contribute to a class being offered via DE delivery include providing more options to the Pālanui campus (which has

limited enrollment), offering classes that are traditionally too low-enrolled, and providing options for students who need increased access to educational programs due to the College's large service area.

Documentation

- [Hawai'i CC Policy, HAW 5.251 Course Outline of Record Policy](#)
- [Hawai'i CC Policy, HAW 5.250 Five-Year Course Review](#)

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The College ensures student authentication through the learning management system, which requires students to log in using their UH username and password. In addition, faculty teaching distance education (DE) courses are urged to include in their courses at least one proctored activity (proctored assessment or other course activity) that requires students to validate their identities. The vice chancellor for Academic Affairs requires that all faculty teaching online classes complete a compliance certification form certifying their compliance with several regulations and policies, including student authentication. Faculty are required to report how they are meeting the responsibility for student authentication in online courses.

Documentation

- [Laulima portal](#)
- [Online Course Compliance Certification Form](#)

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

As outlined in UH Executive Policy 5.204, UH System offices manage the UH System technology infrastructure and services to support distance and online learning activities. This includes

- supporting a wide range of technical components including databases, servers, operating systems, utilities, middleware, and security technologies
- designing, planning, and implementing network connectivity within the UH System and all its campuses, educational centers, and research sites, as well as to the Internet, national and international research and education networks, and state and local government networks
- providing a wide range of day-to-day support services to maximize the availability of the university's networks and key business systems.

At the campus level, DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Computer Services/IT Support and Media Services provide support for DE technology, along with academic and administrative computing support, communications technology, and maintenance of faculty, staff, and administrator computers.

Documentation

- [UH Executive Policy, EP 5.204 Distance and Online Learning](#)
- [Hawai'i CC Computer Services](#)
- [Hawai'i CC Media Services](#)

Policy on Representation of Accredited Status

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

Hawai'i CC has accreditation information posted on its website, accessible in one click from the College homepage. In compliance with this policy, the College exhibits the appropriate representation of its accredited status in its catalog and on its website, and provides contact information for filing complaints.

Documentation

- [Hawai'i CC Homepage](#)
- [Accreditation webpage](#)
- [2017-18 Catalog, page 7](#)

Policy on Student and Public Complaints against Institutions

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

Student grievance and complaint policies and procedures are posted on the Hawai'i CC website.

Documentation

- [Hawai'i CC Policy, HAW 5.101 Student Academic Grievance Policy](#)
- [Student Complaint Form and Process](#)
- [Hawai'i CC Accreditation webpage](#)

In addition, students are informed about these policies and procedures in the Hawai'i CC 2017-2018 catalog as follows:

- Family Educational Rights and Privacy Act (FERPA) Notification, pp. 40-41
- Student Academic Grievance Policy, page 42
- Policy on Nondiscrimination and Affirmative Action, page 42
- Policy on Sexual Harassment and Sexual Assault, page 43.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

Student complaint files for the previous six years are located with the appropriate administrator depending on the nature of the complaint and the administrative level of conclusion; these files

are available for the team to review.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

The College will address any concerns that the team may have about the complaint files, procedures, or policies.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

The College posts on its website the names of commissions, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints.

Documentation

- [Hawai'i CC Accreditation webpage](#)

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

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Hawai'i CC consistently represents itself in a realistic, truthful manner in its catalogs, publications, websites, and advertising. The annually published catalog, readily available at campus locations and online, provides required program and policy information and an accurate representation of the College's accredited status.

Documentation

- [Hawai'i CC catalog](#)
- [Catalog Accreditation information](#)
- [Hawai'i CC Accreditation webpage](#)

The institution complies with the Commission Policy on Student Recruitment.

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 via electronic and hard-copy materials. Faculty members often join recruitment visits to share information about their respective programs.

Regarding agreements with recruiters for international students, the College adheres to a rigorous screening process established by the UHCC System office. Recruiters for international students must submit an application, provide three references, and agree to the National Association of

Foreign Student Advisors' Statement of Ethical Principles. 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.

Documentation

- [National Association of Foreign Student Advisors' Statement of Ethical Principles](#)

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

In compliance with this policy, the College exhibits the appropriate representation of its accredited status as noted in the following statement that is printed in its catalog (2017-18 Catalog, page 7) and posted on its website:

Hawai'i Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

Accreditation for the following specific programs is also listed in the catalog and online:

- Associate in applied science degree in Culinary Arts: American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
- Associate in science degree in Nursing: Accrediting Commission for Education in Nursing (ACEN)
- Children's Center: National Association for the Education of Young Children (NAEYC).

Documentation

- [Hawai'i CC Accreditation webpage](#)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

Hawai'i CC does not have any contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

Evidence of the College's efforts to ensure compliance with the Title IV Program is posted on the UH Financial Reporting webpage.

Documentation

- [Financial Reporting](#)

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

No issues have been raised by the USDE since the 2012 ISER. Review of the program 2016-17 audit is still in process.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

The College and UH System monitor and manage student loan default rates to ensure compliance with federal requirements. The College's student loan default rates are currently within an acceptable range of 28.2 percent for CDR 2014. Policies and procedures are in place to reduce the current rate, and the College's Financial Aid Office makes significant efforts in the areas of default prevention and debt management through its default prevention plan.

Documentation

- [Hawai'i CC Financial Aid Policies webpage](#)
- [Default Prevention Plan](#)

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

I.B. Assuring Academic Quality and Institutional Effectiveness

I.C. Institutional Integrity



Hawai'i CC Life Styles Students

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Hawai'i Community College recently updated its mission, vision statement, and institutional learning outcomes (ILOs). The Board of Regents approved the proposed updates on March 23, 2017; the changes went into effect on July 1, 2017 ([I.A.1-1](#)).

The approved mission and vision statements appear in both Hawaiian and English in the College's annual catalog ([I.A.1-2](#)) and on the College's website on the "About Hawai'i CC" page ([I.A.1-3](#)). The mission statement, as of July 1, 2017, is as follows:

To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

In support of the success of the College's lifelong learners, Hawai'i CC embraces the Hawaiian concept of *Kauhale* (the Hawaiian village). Hawai'i CC's *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* enables the College 'ohana to recognize and celebrate individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others in the spirit of *E 'Imi Pono* (seeking excellence). *Kauhale* is embedded in the mission and vision statements.

Educational Purposes

The revised mission is appropriate to an institution of higher learning and highlights the College's broad educational purposes of 1) creating a culture of lifelong learning and 2) offering educational opportunities that are grounded in students' pursuit of academic achievement and workforce readiness.

Student Population (Served)

The intended student population of Hawai‘i CC is expressed in the mission’s commitment to serve “all segments of our Hawai‘i Island community.” As the only community college on the island, the College serves the diverse needs of its residents across a wide geographic area and a wide range of socioeconomic and cultural backgrounds. Employing multiple instructional delivery modes, Hawai‘i CC also hosts students from other campuses in the University of Hawai‘i (UH) System, as well as students from across the state and worldwide at its University Center at West Hawai‘i located at the College’s Pālanui campus (“About Our Students,” Institutional Research Office (IRO) Fact Book ([I.A.1-4](#))).

Degrees/Credentials

Hawai‘i CC supports students’ pursuit of academic achievement and workforce readiness by offering 31 academic degrees, 44 career and technical education certificates, and 2 academic subject certificates ([I.A.1-5](#)).

Commitment to Student Learning and Student Achievement

The College commits to student learning and achievement by promoting lifelong learning skills and ensuring that students have the knowledge and experience necessary to achieve their educational goals. The College’s commitment includes 1) aligning instructional and non-instructional programs, units, and services to ILOs, and 2) embracing institution-set standards focused on achievement of academic and workforce goals. The College *Kauhale* supports the overall success of learners through cross-campus dialogue, collaboration, planning, innovation, and assessment.

Analysis and Evaluation

Hawai‘i CC’s mission describes its broad educational purposes, intended student population, degrees/credentials, and commitment to student learning and student achievement. The institution’s clearly articulated ILOs and wide range of programs, degrees, and credentials reflect the College’s commitment to providing educational opportunities that meet the diverse needs of learners across the entire island and beyond.

LIST OF EVIDENCE

I.A.1-1	Meeting of the Board of Regents Minutes of March 23, 2017
I.A.1-2	Mission and Vision Statements
I.A.1-3	About Hawai‘i CC
I.A.1-4	Annual Fact Book – About Students
I.A.1-5	Hawai‘i CC Degrees and Certificates

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Data Sources

Hawai‘i CC gathers and analyzes data from a variety of sources to determine how effectively it is accomplishing its mission and whether the mission is directing its institutional priorities.

The Office of the Vice President for Community Colleges (OVPCC) for the UH System shares system and campus data and analyses via biannual presentations ([I.A.2-1](#)), open to the public, to all faculty, lecturers, and staff of the College. Presentations highlight institution-set standards ([I.A.2-2](#)) and strategic directions of the University of Hawai‘i Community Colleges (UHCC) System ([I.A.2-3](#)) to address success and achievement gaps for underserved populations. Presentations starting from fall 2009 are archived on the College’s “Strategic Planning Resources” webpage under the “UHCC” heading ([I.A.2-4](#)). Further, the Hawai‘i Graduation Initiative Scorecard ([I.A.2-5](#)) summarizes disaggregated quantitative data along with achievement results for performance measure goals. UHCC Strategic Directions are informed by the analysis of these data along with other student success and achievement data and are used to guide strategic plans across all UH campuses.

Another source of data provided by the UHCC Institutional Research & Analysis Office (IRAO) is the UHCC Annual Report of Program Data (ARPD) ([I.A.2-6](#)). These data are provided to each of the College’s programs and to most support units, and are analyzed during annual and comprehensive reviews. Within the ARPD, program reports provide quantitative indicators of each program’s demand, efficiency, and effectiveness ([I.A.2-7](#)). The ARPD also assigns to each program “Health Call Scores” of Healthy, Cautionary, or Unhealthy on indicators that provide perspective on the program’s effectiveness in regard to students’ academic success and workforce readiness. Other categories in the ARPD that represent institutional priorities for improvement include Distance Education, Perkins Core Indicators, and Performance Funding Indicators. As part of their review processes, programs and units are required to describe, discuss, and provide context for ARPD, including the program’s health scores in all categories.

Assessment data play a significant role in evaluating whether the College is meeting the educational needs of its students. As described further in Standard I.B, as part of its continuous improvement cycle, the College engages in systematic assessment of learning and unit outcomes ([I.A.2-8](#)). Assessment data, collected on a periodic schedule by the College’s programs and units, are embedded into the annual and comprehensive review processes, which focus on aligning assessment results to goals and action plans to support the College’s mission, institutional learning outcomes (ILOs), and strategic plans ([I.A.2-9](#)).

The College’s Institutional Research (IR) website ([I.A.2-10](#), [I.A.2-11](#)) offers additional data for assessing institutional effectiveness. These include the Annual Fact Book ([I.A.2-12](#)), which assembles various data on Hawai‘i CC students, including graduation and persistence rates; the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports; and National Community College Benchmark Project (NCCBP) data. Programs are asked to comment on various data in program reviews. Graduation and persistence rates are also addressed in College presentations and discussions, and in planning for student success.

Use of Data

All of these data resources are considered when determining how effectively Hawai‘i CC is accomplishing its mission, and are discussed in reviews and reports by faculty, staff, and administrators ([I.A.2-9](#)). Annual and comprehensive reviews by programs and units are examined by the College’s administrative team as part of the program and unit review process (PURP) ([I.A.2-13](#)). In the PURP, the College Effectiveness Review Committee (CERC), a committee with extensive College-wide representation, evaluates all comprehensive reviews

([I.A.2-14](#)). Based on its evaluations, the CERC makes data-driven recommendations to the chancellor on prioritizing budget requests and campus planning, setting institutional priorities, and directing improvements that support fulfillment of the mission.

Hawai‘i CC uses institution-set standards data to ensure it is fulfilling its mission, reaching benchmarks for student achievement, and identifying ways to better meet the educational needs of underachieving populations ([I.A.2-15](#)). Programs and units have increasingly used UHCC performance data to understand and comment on their contributions to meeting performance outcomes in annual program and unit reviews. The College’s reorganized Strategic Enrollment Management Committee uses such data to develop strategies to support and increase student success. Hawai‘i CC’s Strategic Directions 2015-2021 document is focused on initiatives and strategies toward these ends ([I.A.2-3](#)).

In an effort to make data more accessible to all campuses, the UH System developed an online tool incorporating workflow and project management in a simple-to-use interface: STAR Academic Logic DB (Academic Logic) is a secure self-service, real-time reporting tool created to represent data from any of the UH-related databases ([I.A.2-16](#)). Student Affairs and Academic Affairs personnel use Academic Logic to obtain data on admissions, enrollment, course offerings, student success, financial aid, course/facilities capacity, and more. For example, the Admissions and Records Office (ARO) utilizes Academic Logic regularly to monitor registration changes, to inform VA certification adjustments, to confer degrees and certificates, to provide the campus with timely enrollment data, and to perform assessment on the timeliness of ARO services. Administrators, faculty, and staff use these data for program and services analysis and planning.

Analysis and Evaluation

The College regularly collects and analyzes data from a wide variety of sources as part of its institutional review processes. Annual and comprehensive reviews, along with institutional data provided by the OVPC, allow the institution to integrate data provided from outcomes assessment, quantitative indicators of program demand and health, external factors impacting programs and units, and student achievement on various measures identified as strategically important to the College’s and UHCC’s missions. These data are regularly used in evaluation, planning, and resource allocation processes to support meeting students’ educational needs.

LIST OF EVIDENCE

I.A.2-1	UHCC – VP Presentation Spring 2016
I.A.2-2	Institution-Set standards
I.A.2-3	Strategic Directions 2015-2021
I.A.2-4	Strategic Planning Resources
I.A.2-5	Hawai‘i Graduation Initiative Scorecard
I.A.2-6	Annual Report of Program Data
I.A.2-7	Overall Program Agriculture
I.A.2-8	Hawai‘i CC Assessments
I.A.2-9	Program Unit Review
I.A.2-10	Institutional Research Office
I.A.2-11	Where to Find Data – IR Resources
I.A.2-12	Resource Fact Book

I.A.2-13	Program and Unit Review Process (PURP)
I.A.2-14	College Effectiveness Review Committee (CERC)
I.A.2-15	ISS data
I.A.2-16	Academic Logic Database

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Hawai'i CC participates in strategic planning on multiple levels. With input from all campuses, the UHCC System Office develops Strategic Directions that align with its mission and vision and reflect the priorities of the University across all six community college campuses and Maui College ([I.A.3-1](#)).

In line with the UHCC mission and the College's mission, the institution has its own strategic plans that are developed with College-wide input and reviewed periodically. These include Hawai'i CC's Strategic Directions ([I.A.2-3](#)), Academic Master Plan ([I.A.3-2](#), [I.A.3-3](#)), Technology Master Plan ([I.A.3-4](#), [I.A.3-5](#)), and Resources Master Plan ([I.A.3-6](#), [I.A.3-7](#)). The Hawai'i CC Strategic Directions 2015-2021 document focuses on initiatives and strategies designed to help the College meet institutional goals with regard to student learning and achievement and mission fulfillment. This document is the basis for the College's annual institutional priorities. These priorities focus on key initiatives that will support accomplishment of stated goals. Most recently, the College adopted three Wildly Important Goals (WIGs) for 2017-2018 ([I.A.3-8](#)). Programs and support units then developed work plans aligned to these WIGs to create Proactive Efforts that Really Matter (PERMs) ([I.A.3-9](#)).

All programs and units are aligned with the College's mission and institutional learning outcomes (ILOs) ([I.A.3-10](#), [I.A.3-11](#)). Assessment data are collected on a periodic schedule and are analyzed to determine whether outcomes are being met. These assessment practices, along with other data available (see Standard I.A.2), help the College to evaluate whether programs and units are meeting institutional goals. Annual and comprehensive reviews analyze data and set program and unit priorities, goals, and budget requests, which are aligned with the College's strategic plans. Through the PURP, Hawai'i CC integrates the alignment, prioritization, decision-making, planning, resource allocation, and goal-setting which sustain and improve the College's programs and units and contribute to mission fulfillment ([I.A.1-3](#)).

Analysis and Evaluation

Hawai'i CC's programs and services are aligned with its mission, and through assessment and the program and unit review process, the College ensures that program and unit priorities and goals support student learning and achievement.

LIST OF EVIDENCE

I.A.3-1	Strategic Directions Overview
I.A.2-3	Strategic Directions 2015-2021
I.A.3-2	Academic Master Plan

I.A.3-3	Academic Master Plan Appendix
I.A.3-4	Technology Master Plan
I.A.3-5	Technology Master Plan Appendix
I.A.3-6	Resource Master Plan
I.A.3-7	Resource Master Plan Appendix
I.A.3-8	Wildly Important Goals (WIGs) for 2017-2018
I.A.3-9	Proactive Efforts that Really Matter (PERMs)
I.A.3-10	Comprehensive Program Review
I.A.3-11	Comprehensive Unit Review
I.A.1-3	About Hawai'i CC

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER6).

Evidence of Meeting the Standard

Publication

Hawai'i CC publishes its mission and other guiding statements in the annual catalog ([I.A.1-2](#)) and on the "About Hawai'i CC" webpage, which is readily accessible from the College's homepage ([I.A.1-3](#)). In addition, the College prints posters that include the institution's mission statement for display in classrooms, offices, and common areas around the College's facilities.

Review Process

The College's mission and vision statements are reviewed on a five-year cycle by the College Council ([I.A.4-1](#)). The College Council is an organization with representation from all major campus constituencies, and serves as a forum to facilitate dialogue on College-wide issues ([I.A.4-2](#)). The College Council Charter describes the Council's responsibility for the development, revision, and assessment of all Institutional Guiding Statements of the College ([I.A.4-3](#)).

The College recently completed a College-wide review process for its mission, vision, and institutional learning outcomes (ILOs). This effort was spearheaded by a Review Task Group made up of College Council members who "Organized a series of 'talk story sessions' for both the Hilo and Pālanui campuses, as well as an online shared document that allowed for all faculty and staff members to provide input on proposed changes to the ILOs/Mission/Vision" ([I.A.4-4](#)). Extensive efforts were made to involve faculty and staff in meaningful discussions about revision of the College's guiding statements. Outreach included information and discussion meetings, a mandatory Assessment Summit attended by faculty and staff, and emails to faculty and staff lists throughout the revision and voting process. The campus approved the revised mission, vision, and ILO statements in September 2016. The chancellor recommended the new statements to the Board of Regents (BOR), which approved the revised guiding statements as part of the consent agenda at its March 23, 2017 meeting ([I.A.1-1](#)). The new guiding statements went into effect on July 1, 2017.

Analysis and Evaluation

The institution has a well-defined process by which it reviews and revises its guiding statements, including its mission. The College recently revised its mission, vision, and ILOs in a manner that solicited input from all faculty, staff, and administrators. The revised mission was officially adopted through approval by the College's governing body, the BOR, and is widely published in the annual catalog and online, and through posters displayed across the Hawai'i CC campus.

LIST OF EVIDENCE

<u>I.A.1-2</u>	Mission and Vision Statements
<u>I.A.1-3</u>	About Hawai'i CC
<u>I.A.4-1</u>	Approved Minutes by College Council
<u>I.A.4-2</u>	College Council Blog
<u>I.A.4-3</u>	Hawai'i Community College Council Charter
<u>I.A.4-4</u>	Hawai'i Community College End of Year 2015-16
<u>I.A.1-1</u>	Meeting of the Board of Regents Minutes of March 23, 2017

I.B. Assuring Academic Quality and Institutional Effectiveness

ACADEMIC QUALITY

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Hawai'i CC provides many opportunities for faculty and staff to hold meaningful discussions during divisions/departments, committees, and College-wide meetings. Sustained dialog on student outcomes, equity, academic quality, and institutional effectiveness is structured into processes for evaluating and improving student learning and achievement.

Student Outcomes

The College's systematic plan for assessing outcomes for academic programs and service units provides ongoing data collection and promotes sustained efforts to improve the learning environment. Course assessments, which require multi-semester processes of collecting evidence, analyzing data, forming action plans, reassessing, and "closing the loop" reporting, draw faculty and lecturers together to collaborate and improve instructional practices ([I.B.1-1](#)). As part of the process, programs and units discuss how their programs and services support the College's institutional effectiveness and help the College achieve its goals ([I.B.1-2](#)). Program and unit assessments bring together wider constituencies to address larger academic and service improvement outcomes.

Student Achievement

Other forums for collaboration on issues impacting student learning and achievement include the University of Hawai'i Community Colleges (UHCC) Student Success Committee, which includes subcommittees tasked with identifying issues arising from the implementation of the strategic plan, addressing policy questions, recommending possible changes in practice, and informing the Strategic Planning Council or the Council of Chancellors on major issues needing attention. Colleges in the University of Hawai'i (UH) System also convene their own student success committees. Hawai'i CC's Student Success Committee ([I.B.1-3](#)) and Strategic Enrollment Management group, formed in 2015, have recently evolved into the Student Success Pathways and Integrated Student Services committees. In addition, the Hawai'i Strategic Institutes/Hawai'i Student Success Institutes provide an annual opportunity for systemwide collaboration and discussion about student learning and achievement with colleagues from sister campuses ([I.B.1-4](#)).

Student Equity

Systemwide efforts to mitigate barriers to student achievement also inform the College's dialog on improvement. The vice president for Community Colleges gives presentations to all faculty, staff, and administrators at Hawai'i CC biannually to share data trends, performance measures, and initiatives at the UHCC level, encompassing all six community college campuses and Maui

College ([I.B.1-5](#)). Student equity and achievement data are considered when developing the UHCC's Strategic Directions, which direct the action plans for all campuses.

The College, in alignment with the UHCC Strategic Plan, is committed to closing the student achievement gaps for Native Hawaiian, Filipino, Pacific Islander, and low-income students. The 2015-2021 Strategic Directions and institutional performance indicators set goals to ensure educational parity for these historically underserved groups. Progress is monitored and results are shared College-wide starting with the UHCC performance status presentations and during All College and division meetings. Exercises undertaken at All College meetings, such as the Poverty Simulation and Achieving the Dream's Finish Line Game, help the *Kauhale* to focus on closing educational gaps by discussing and understanding opportunity challenges that students face, especially those from underserved groups. The College's Strategic Plan is also aligned with the UH System's Hawai'i Papa O Ke Ao initiative ([I.B.1-6](#)), which strives to establish the University of Hawai'i as a preeminent indigenous-serving institution model.

The College is equally committed to ensuring a welcoming and supportive environment for all students. Examples include numerous Safe Zone Training sessions (to support lesbian, gay, bisexual, transgender, and queer+ (LGBTQ+) students) ([I.B.1-7](#)) and Title IX training by the UH Office of Institutional Equity ([I.B.1-8](#)).

Student surveys also provide direct feedback on equity and other issues for College-wide discussion. For instance, a Student Climate Survey on Sexual Harassment and Gender Discrimination was open to students, faculty, staff, and administrators of the College in spring 2017 ([I.B.1-9](#)). Forthcoming results will help the College to determine action items and to set benchmarks for continuous improvement.

Further, Hawai'i CC has a dedicated center to provide direct academic support for students with disabilities. The Hā'awi Kōkua Program's mission is to promote equal opportunity for individuals with disabilities to gain the maximum benefit from their educational/learning experience by participating fully in their regular courses and activities at Hawai'i CC. In addition to student support, the program provides a series of online training videos on its webpage to increase awareness and encourage discussion of academic disabilities support (webpage/video links at the bottom of the Hā'awi Kōkua Faculty & Staff Resources webpage) ([I.B.1-10](#)).

Academic Quality

The College's designated forum for faculty oversight of academics is through the Academic Senate ([I.B.1-11](#)). The Senate conducts regular discussions of academic quality. All instructional and non-instructional faculty members are invited to attend and vote at monthly meetings of the entire Senate, where formal agenda items are debated. In addition, representatives of all departments and instructional units attend more frequent meetings of Standing, Select, and ad hoc Senate committees (including the General Education Committee, the Distance Education Committee, and the Curriculum Review Committee) in which members review, discuss, and make recommendations on specific policies, curricula, and other academic issues. Senate meeting minutes are posted publicly for review.

Discussions about academic quality also occur in instructional division meetings, in which division/department chairs, deans, and the vice chancellor for Academic Affairs review policies,

procedures, and practices related to instructional programs and requirements, assessment, and initiative/innovation implementation and progress.

Institutional Effectiveness

The College's recent revision of its mission, vision, and institutional learning outcomes (ILOs) is one example of collegial, College-wide dialog regarding institutional effectiveness, as detailed in Standard I.A.4. In addition, biannual All College meetings are held during convocation week to start off the fall and spring semesters; these meetings encourage collegial discussion of institutional effectiveness and improvement, including updates on student achievement data and initiatives ([I.B.1-12](#)).

The College's Institutional Assessment coordinator further supports sustained, substantive, collegial dialog on institutional effectiveness. The coordinator leads periodic College-wide assessment summits ([I.B.1-13](#)), holds one-on-one meetings with programs and units seeking guidance on assessment, provides updates on assessment efforts at Hawai'i CC, develops and provides institutional assessment resources, and offers professional development opportunities for faculty and staff to improve knowledge and practice of assessment ([I.B.1-14](#)). The coordinator's specific expertise in assessment practices enhances the level of dialog, ensuring that substantive discussions are taking place.

The assessment coordinator also chairs and convenes the College's Assessment Committee ([I.B.1-15](#)), which has recently begun collaborating with the College Effectiveness Review Committee (CERC) to provide robust evaluations of assessment results used as evidence in program and unit comprehensive reviews ([I.B.1-16](#)). Evaluation by CERC, described in Standard I.A.2, also promotes College-wide discussion of academic quality, improvement, and effectiveness.

With representation from all major campus constituencies, the College Council is another broad forum for dialog on institutional issues and improvements. Anyone from the *Kauhale* may bring issues to the table by proposing agenda items ([I.B.1-17](#)).

Analysis and Evaluation

The College's systematic assessment and planning processes generate collegial discussions on student learning and achievement. There are numerous College-wide bodies and forums that promote discussions about equity, academic quality, and institutional effectiveness, often expanding dialog started within committees and department meetings. Extensive review processes help translate data, trends, and the institution's strategic directions into innovative plans and resource allocation decisions designed to foster continuous improvement of student learning and achievement at Hawai'i CC.

LIST OF EVIDENCE

I.B.1-1	Course Assessment Cycle
I.B.1-2	Unit Assessment Cycle
I.B.1-3	Student Success Committee 2015-16
I.B.1-4	Achieve a Dream
I.B.1-5	UHCC-VP Presentation Spring 2016
I.B.1-6	Hawai'i Papa O Ke Ao Overview

I.B.1-7	Safe Zone Training Sessions
I.B.1-8	Title IX Training – Employees
I.B.1-9	Student Climate Survey on Sexual Harassment and Gender Discrimination
I.B.1-10	Disability Services Faculty & Staff Resources
I.B.1-11	Senate Handbook
I.B.1-12	Putting Our Students First
I.B.1-13	Assessment Summit Presentation
I.B.1-14	Instructional Program Assessment Reports and Plans
I.B.1-15	Assessment Review AY 16-17 Annual Report
I.B.1-16	College Effectiveness Review Committee (CERC)
I.B.1-17	Hawai'i Community College – College Council Charter Approved April 8, 2016

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Defined Outcomes

Hawai'i CC defines student learning outcomes for all academic programs and service units at the institutional (ILO), program (PLO), course (CLO), and unit (UO) levels (described in Standard I.A.3). Hawai'i CC's ILOs (described in Standard I.A.4) represent the College's expectations for degree and certificate recipients, and guide course, program, and unit outcomes. Outcomes also serve as a guiding force in developing curriculum and co-curricular activities.

The development, revision, and assessment of learning outcomes at the course, program, non-instructional unit, and institutional levels are established by Hawai'i Policy, HAW 5.202 Assessment Policy, including Distance Education Courses ([I.B.2-1](#)). Procedures for revision of course learning outcomes are determined by Hawai'i Policy, HAW 5.253 Fast Track Modification to a Course ([I.B.2-2](#)) and the Curriculum Review Committee's Guidelines for Evaluating Course Proposals ([I.B.2-3](#)). PLOs, CLOs, and UOs are posted on the program/unit pages on the College's website ([I.B.2-4](#)), and PLOs are also published in the annual catalog ([I.B.2-5](#)).

The institution's "Programs of Study" webpage list the degrees and certificates that are achievable through each program at Hawai'i CC ([I.B.2-6](#)). This information may also be found in the catalog ([I.B.2-5](#)).

Outcomes Assessment

As CLOs and PLOs are aligned, course assessments ensure that students who complete Hawai'i CC programs achieve the identified program outcomes. Student learning outcomes for all courses, regardless of delivery mode, are assessed systematically throughout the College on a Course Assessment Schedule ([I.B.2-7](#)). Course assessment schedules, plans, and reports are available online via the Assessment webpage ([I.B.2-8](#)). The student and learning support services units and the non-credit unit at Hawai'i CC participate in the Unit Assessment Cycle. Unit outcomes (UOs) are assessed and reported on annually. The cycle is displayed in the Assessment Handbook ([I.B.2-9](#)). Assessment results are included in Annual Unit Reviews available via the Program and Unit Review webpage ([I.B.2-10](#)). The 2016-2017 Annual Assessment Report from

the Assessment Committee to College Council summarizes activities, accomplishments, and action plans, and directs institutional improvement ([I.B.1-15](#)).

The program and unit review process (PURP) is the method by which the College incorporates assessment results in planning and improvements as outlined in Standard I.A.2 and Standard I.A.3, and as further described in Standard I.B.5. Both instructional programs and service units at the College participate in required annual review as well as comprehensive review every three years, integrating assessment results and discussion with action planning and resource requests, ensuring that assessment results in direct improvements to instructional and student and learning support services.

Analysis and Evaluation

The recently revised ILOs provide a framework for the College's defined student learning outcomes at the course, program, and unit levels for all academic programs and service units. Outcomes are assessed on a regular schedule, and results are reported, discussed, and used to direct action items in annual and comprehensive program and unit reviews. The cycle of assessment and review ensures that students who complete academic programs achieve the identified outcomes and that outcomes drive the implementation of student success initiatives and other instructional innovations.

LIST OF EVIDENCE

I.B.2-1	Hawai'i Policy, HAW 5.202 Assessment Policy
I.B.2-2	Hawai'i Policy, HAW 5.253 Fast-Track Modification to a Course
I.B.2-3	Guidelines for Evaluating Course Proposals
I.B.2-4	Program/Unit pages – Accounting
I.B.2-5	Curricula and Programs
I.B.2-6	Program of Study
I.B.2-7	Course Assessment Schedule
I.B.2-8	Assessment Reports
I.B.2-9	Assessment Handbook
I.B.2-10	Program Unit Review
I.B.1-15	Assessment Review AY 16-17 Annual Report

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Establishment and Assessment of Institution-Set Standards

UHCC Policy, UHCCP 4.203 Institution-Set Standards defines the standards by which all colleges in the UHCC System assess student achievement ([I.B.3-1](#)).

Standards:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded

4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

According to the policy, each standard will have a baseline level of achievement and an aspirational target for improvement based on each College's previous performance on each measure. These aspirational targets are aligned with system strategic plan targets. Regardless of delivery mode, all courses and programs are held to the same standards.

The Office of the Vice President of the Community Colleges (OVPCC) is responsible for producing an annual report of achievement results compared to the baseline and target values, including trend analysis. A presentation is given by the vice president each semester, providing Hawai'i CC faculty and staff with performance data on each of the standards. In the OVPCC presentations, the outcomes are shared as well as new strategies and initiatives aimed toward improving student achievement. UHCC Strategic Directions are informed by the results of those performance measures, along with other student success and achievement data ([I.B.3-2](#)).

According to the Institution-Set Standards policy, the College is responsible for "reviewing the annual results and using the results in program planning and resource allocation as appropriate. If the actual effectiveness measure falls below the baseline, the college shall prepare an action plan to address improvements in the achievement results." Results and action plans are discussed in division, administrative, and College Council meetings, and in various student success committees and meetings. The College has taken action in response to standards results; for example, in academic year 2015-16, after the College did not meet its target for transfer for two years, a grant-funded position was institutionalized to become a Pathway Coordinator position to provide consistent support in increasing the transfer rate to four-year institutions. In addition, the College formed a Strategic Enrollment Management group and created Outreach and Recruitment Coordinator and Student Success Coordinator positions to assist in meeting various targets.

Published Information

The vice president's biannual presentations are published on the UHCC website, along with annual reports of each community college's performance on the standards and other performance data summaries. The vice president's presentations are also published on Hawai'i CC's website, along with numerous College, UHCC, and UH strategic planning documents ([I.B.3-3](#)). Institution-set standards achievement data are also accessible online in the College Fact Book ([I.B.3-4](#)). Applicable programs, such as Nursing and Allied Health, also track licensure exam pass rates and post the expected results and achievement outcome data on the College's website ([I.B.3-5](#)).

Other resources that share the institution's achievement results are the College Program Analyses and Executive Summaries posted on the UHCC Annual Report of Program Data (ARPD) website ([I.B.3-6](#)). Summaries include the College's ARPD information, performance funding goals and results, and performance results on Perkins Core Indicators. These results are

incorporated into the PURP and, along with institution-set standards results and goals, inform the College's integrated planning.

Analysis and Evaluation

Institution-set standards, along with baseline and aspirational targets for each campus to achieve, are established by the UHCC System. Performance on the standards is reported to the College in biannual presentations by the UHCC vice president. In addition to these presentations, the UHCC also publishes campus-specific annual reports on its website, along with other presentations and reports detailing each campus's performance on the standards and other systemwide initiatives. Hawai'i CC publishes the vice president's presentations on its website, along with other reports and strategic plans for continuous improvement. Institution-set standards results are also published on the College's website. When standards are not met, the campus develops improvement plans to address issues.

LIST OF EVIDENCE

I.B.3-1	UHCC Policy, UHCCP 4.203 Institution-Set Standard
I.B.3-2	UHCC-VP Presentation Spring 2016
I.B.3-3	Strategic Planning Resources
I.B.3-4	2017 Fact Book
I.B.3-5	Nursing Student Achievement Outcome Data
I.B.3-6	Annual Report of Program Data

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Use of Data

As described in Standard I.B.2, all Hawai'i CC academic programs and service units participate in regular assessments using an outcomes-based approach designed to support student learning and student achievement. While conducting and reporting on assessments, worksheets guide participants to reflect on ways that data can drive institutional improvements ([I.B.4-1](#)). In fact, the College is so strongly committed to outcomes-based assessment that investment was made in a software product to better track and use assessment data to support student success and to provide longitudinal planning support for programs and units. The software, called Campus Labs *OUTCOMES*, was procured in spring 2017 with system set-up throughout summer 2017 for College-wide implementation in fall 2017 ([I.B.4-2](#)).

Institutional Processes

The program and unit review process (PURP), described in more detail in Standard I.B.5, organizes the College's processes of using assessment data to support student learning and achievement. Student achievement and outcomes data are analyzed by faculty and staff who are responsible for discussing results in annual and comprehensive program and unit reviews. Program and unit review templates include questions about how goals and action plans are tied to student learning outcomes: "[D]iscuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes

(PLOs),” “Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results” ([I.B.4-3](#)).

Through the PURP, comprehensive program and unit reviews containing assessment data and analysis, action items, and resource requests are evaluated by the CERC, which submits recommendations that inform administrative decisions regarding campus priorities, initiative development, and resource allocation in support of student learning and achievement ([I.B.4-4](#)). In addition, annual reports from the College’s Assessment Committee summarize activities and action plans based on the results of assessment and provide the College Council and the administrative team with additional feedback to inform improvement efforts ([I.B.1-15](#)).

Analysis and Evaluation

The institution regularly collects assessment data and incorporates the results of assessment into its ongoing institutional processes, including program and unit review. Throughout these processes, participants and reviewers are prompted to make decisions and set action plans that align with the results of assessment and support student learning and achievement.

LIST OF EVIDENCE

I.B.4-1	Campus Lab OUTCOMES Assessment Plan & Result Worksheet
I.B.4-2	Campus Labs OUTCOMES Assessment Reporting System GUIDE
I.B.4-3	Annual Program Review Template
I.B.4-4	CERC AY 2014-2015-2016
I.B.1-15	Assessment Review AY 16-17 Annual Report

INSTITUTIONAL EFFECTIVENESS

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program and Unit Review

The College’s program review is determined by the requirements detailed in Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness ([I.B.5-1](#)), UHCC Policy, UHCCP 5.202 ([I.B.5-2](#)), Board of Regents Policy, BOR 5-201, sections B & E. ([I.B.5-3](#)), and UH Executive Policy, EP 5.202 ([I.B.5-4](#)). The program and unit review process (PURP) ensures that the College regularly assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement ([I.B.5-5](#)). Instructional programs and service units participate in both annual reviews and comprehensive reviews every three years, providing a method by which assessment of course and program learning outcomes, unit outcomes, and student achievement data are systematically incorporated into ongoing evaluation of programs and services. All courses, regardless of delivery mode, are held to the same standards and assessment practices. The process supports

programmatic improvement, implementation of modifications, and evaluation of the changes made for continuous quality improvement ([I.B.5-6](#)).

Assessment findings (described in Standard I.B.2) are incorporated into the PURP, during which data relevant to student outcomes and achievement (including outcomes assessment, Annual Report of Program Data (ARPD), program-specific data, and institutional data, further described in Standard I.A.2) are analyzed and used to determine program/unit effectiveness and to inform the action plans and goals that are discussed in annual and comprehensive reviews. Annual review results impact initiatives development, annual priorities, and appendices updates of the Academic Master Plan, Technology Master Plan, and Resources Master Plan. Comprehensive reviews focus on aligning goals and action plans with the College's mission, ILOs, and strategic plans. Goals and resource requests must be based on analysis of the program's achievement data, which are disaggregated by program and delivery mode, and on analysis of the overall results of course assessments of student learning outcomes conducted during the review period. All programs and units are held to the same standards ([I.B.5-7](#), [I.B.5-8](#), [I.B.5-9](#)).

The College Effectiveness Review Committee (CERC) evaluates comprehensive reviews using criteria which examine the program/unit's effectiveness in supporting fulfillment of the College's mission and ILOs, and the alignment of the program/unit's goals and action plans with the College's mission, ILOs, and strategic plan ([I.B.5-10](#)). Evaluation by CERC promotes College-wide discussion of academic quality, effectiveness, and improvement. CERC provides feedback to programs and units via response memos; a summary report and recommendations are sent to the chancellor for discussion with the administrative team and for consideration in strategic planning and resource allocation decisions ([I.B.5-11](#)).

Analysis and Evaluation

Hawai'i CC has an established program/unit review process that includes evaluation of programs and services based on data regarding student learning and achievement. The College incorporates the analysis of several sources of data, including disaggregated data, into its strategic planning, including qualitative and quantitative data in the form of assessment outcomes and achievement results.

LIST OF EVIDENCE

I.B.5-1	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
I.B.5-2	UHCC Policy, UHCCP 5.202 Review of Established Programs
I.B.5-3	Board of Regents Policy, RP 5.201 Instructional Programs
I.B.5-4	UH Executive Policy, EP 5.202 Review of Established Programs
I.B.5-5	Program and Unit Review Process (PURP)
I.B.5-6	Completed Annual Instructional Program Review
I.B.5-7	Annual Review – Hawaiian Studies
I.B.5-8	Annual Review Counseling, Advising & Support Services Center
I.B.5-9	Comprehensive 3 year Review – Liberal Arts
I.B.5-10	CERC Comp Unit Evaluation Tool
I.B.5-11	CERC Operating Guidelines

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Hawai'i CC disaggregates and analyzes achievement results for subpopulations of students, and has just begun to disaggregate learning outcomes results for subpopulations of students. Based on one of the action steps from the 2015-2016 Annual Assessment Report from the Assessment Committee to the College Council, in 2017, the College procured an assessment management system (AMS) which includes the ability to disaggregate data ([I.B.6-1](#)). The College is currently investigating different approaches to disaggregate outcomes data using the new AMS.

Disaggregated achievement data by subpopulation, including course delivery mode, are provided in academic program and support services ARPD provided by the system ([I.B.6-2](#)). Additional disaggregated data are found in Hawai'i CC's Fact Book, which includes institution-set standards data and information on the institution's students and service area, including degrees and certificates awarded and graduation and persistence rates ([I.B.6-3](#)).

At the program and unit level, ARPD data are addressed in the PURP, which provides an opportunity for the College to identify performance gaps in subpopulations of students and to set action plans and goals based on such analysis ([I.B.5-5](#)). Program and unit reviews are evaluated by the CERC, which submits recommendations to the chancellor and administrative team for consideration in setting both annual and long-term priorities. At the institutional level, disaggregated achievement data are shared and discussed in biannual All College meetings and during the vice president's presentations. Student success committees and administration collaborate to shape initiatives designed to address institutional performance gaps. All of these efforts contribute to the College's integrated planning process, in which development of institutional initiatives, setting of annual priorities, strategic planning, and resource allocation occur to mitigate performance gaps and provide necessary support for increased student success.

Analysis and Evaluation

The College disaggregates and analyzes student achievement data for subpopulations of students, allowing it to identify performance gaps for subpopulations that can be mitigated using strategies identified within its evaluation and planning processes. Disaggregation of student outcomes data is in the early stages, and will be enhanced by the College's recent acquisition of a new AMS. Evaluation of mitigation strategies is incorporated into program and unit review and in the strategic planning process.

LIST OF EVIDENCE

I.B.6-1	Institutional Assessment Office Annual Summary Report to the College Council AY 15-16
I.B.6-2	Sample ARPD (Accounting)
I.B.6-3	2017 Annual Fact Book
I.B.5-5	Program and Unit Review Process (PURP)

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Hawai'i CC reviews and updates policies as needed. However, the College recognized that such evaluation had not been formalized for all policies, thus resulting in the revision of Hawai'i CC Policy, HAW 1.001 and the development of a schedule of policy review that will provide more consistent evaluation and updating of policies across the institution.

Governance process review is carried out by the College's Academic Senate ([I.B.1-11](#)), College Council ([I.B.7-1](#)), and Student Government ([I.B.7-2](#)) as directed in their charters. Subcommittees of Hawai'i CC's Academic Senate, including Educational Policy and Faculty Policy Committees, regularly evaluate relevant policies. The outcomes of committee discussions are shared at Academic Senate meetings, and Senate minutes are available on the College's website ([I.B.7-3](#)).

Institutional practices within instructional programs, student and learning support services, and resource management are evaluated on a regular schedule via the PURP. Programs and units participate in the assessment process and change practices for improvement as part of their review. Comprehensive reviews evaluate program/unit effectiveness and contribution to mission fulfillment. The PURP is described in more detail in Standard I.B.5.

Analysis and Evaluation

The institution evaluates its policies and practices to assure effectiveness in supporting academic quality and mission accomplishment. Regular governance process review, assessment, and the PURP provide a systematic structure for improvement of institutional practices and processes. A new schedule of policy review ensures formalized, consistent evaluation of policies.

LIST OF EVIDENCE

I.B.1-11	Senate Handbook
I.B.7-1	College Council Charter
I.B.7-2	Constitution for Student Government
I.B.7-3	Academic Senate Minute

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Hawai'i CC communicates the results of all of its assessment and evaluation activities on its website. Results are also shared via All College presentations, executive summaries, and emails. Through extensive communication, the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Hawai‘i CC’s PURP integrates comprehensive program/unit reviews into assessment of institutional effectiveness. The process informs outcome-driven innovation and resource allocation and ensures that the College develops action plans based on its strengths and weaknesses.

PURP reports are broadly communicated:

- Assessment of courses and units are published on the College website ([I.B.8-1](#), [I.B.8-2](#))
- Annual and comprehensive reviews are published on the College website ([I.B.8-3](#))
- CERC summary report and recommendations to the chancellor are published on the College Intranet ([I.B.4-4](#)).

The College also uses the following published evaluation reports in its planning process:

- UHCC vice president presentations ([I.B.3-3](#))
- Institution-set standards data ([I.B.8-4](#))
- Accreditation reports ([I.B.8-5](#)).

College-wide presentations, division/department/unit meetings, and assessment summits further support a shared understanding of the institution’s strengths and weaknesses. All College meetings are held at the beginning of each semester and at the end of the academic year, and include updates from administration on student achievement, student success initiatives, strategic plans, ongoing resource implications, accreditation, and other significant topics.

Analysis and Evaluation

Hawai‘i CC’s assessment and evaluation results are broadly communicated via the College website. Results are discussed College-wide, and are the basis for strategic planning.

LIST OF EVIDENCE

I.B.8-1	Course Reports Archive
I.B.8-2	Program Unit Review
I.B.8-3	Program Unit Review 2016
I.B.4-4	CERC AY 2014-2015-2016
I.B.3-3	Strategic Planning Resources
I.B.8-4	Institution-Set Standard data
I.B.8-5	Accreditation Report

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Hawai‘i CC’s Integrated Planning for Institutional Effectiveness Policy (HAW 4.201) outlines the systematic, institution-wide evaluation and strategic planning process that integrates program

and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness ([I.B.5-1](#)). The policy, along with institutional assessment and planning documents, is accessible via the College's Institutional Effectiveness and Planning webpage ([I.B.9-1](#)).

Evidence of integrated planning is available in many forms, including performance measures, outcomes assessment, program and unit reviews, evaluations, results summaries, and strategic planning documents.

Hawai'i CC utilizes the PURP and analysis of institution-set standards and performance indicators results to evaluate programs and services' strengths and areas of need. Annual reviews affect short-term priorities and prompt minor updates to the College's Academic, Resources, and Technology Master Plans ([I.B.9-2](#)). Comprehensive reviews are evaluated by the CERC for mission, ILO, and strategic plan alignment and effectiveness before recommendations are submitted to the chancellor and administrative team for institutional prioritizing and budgeting decisions regarding program, services, personnel, facilities, and technology ([I.B.4-4](#)). Comprehensive review recommendations, institutional data trends, and UH System and UHCC strategic plans inform development of the College's long-range goals in the Academic, Resources, and Technology Master Plans and the College's strategic plans. Consideration of a variety of data and institutional and system goals results in a broadly informed evaluation and integrated planning process designed to continuously improve educational quality and institutional effectiveness.

Analysis and Evaluation

Hawai'i CC engages in an integrated evaluation and planning process directed toward accomplishment of its mission through a continuous cycle of improvement of academic quality and institutional effectiveness. Assessment and program/unit reviews lead to planning for both short- and long-range goals. Performance indicator results and system goals also direct long-range strategic planning that impacts all areas of the College. Integrated planning information and data are available on the College website, and campus-wide input ensures that evaluation and strategic planning are a collaborative effort to provide quality educational programs and services to students.

LIST OF EVIDENCE

I.B.5-1	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
I.B.9-1	Institutional Effectiveness & Planning (IEAP) website
I.B.9-2	Institutional Effectiveness & Planning (IEAP) – Planning Section
I.B.4-4	CERC AY 2014-2015-2016

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
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Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Schedule of data updates to reflect current information (transparency)	I.B.3	Institutional Research, Institutional Assessment Coordinator	2018-2019 (upon approval of campus reorganization and creation of Office of <i>Kauhale</i> Analytics and Intelligence)	Increase access to campus data needed for evaluation and planning
Determine how assessment management system and assessment design can enable disaggregation of assessment results	I.B.6	Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator, Institutional Research	Begin fall 2018	Disaggregation of learning outcomes data
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

The College assures the clarity, accuracy, and integrity of information about the mission statement, learning outcomes, educational programs, student support services, and accreditation status through a variety of processes.

Mission Statement

The current mission and vision statements and the institutional learning outcomes are published in both English and Hawaiian on page 6 of the 2017-2018 catalog ([I.C.1-1](#)) and on the College's website ([I.C.1-2](#)), as well as printed on posters prominently displayed on the Hilo and Pālanui campuses. The mission and vision statements are reviewed on a five-year cycle by the College Council ([I.C.1-3](#)). The College Council Charter describes the Council's responsibility for the development, revision, and assessment of all Institutional Guiding Statements of the College ([I.C.1-4](#)).

Instructional Programs

Instructional program information is contained on pages 63-98 in the 2017-2018 catalog and via the "Programs of Study" link on the College's website ([I.C.1-5](#)). Programs are regularly reviewed in the program and unit review process (PURP) to assess the integrity and currency of instructional offerings. The College does not offer any completely DE programs; information about DE courses is available on the College's website ([I.C.1-6](#)).

Program and Course Learning Outcomes (PLOs, CLOs)

Learning outcomes for all programs and courses, regardless of delivery mode, are regularly reviewed for currency and accuracy by instructional faculty and administrators through a rigorous, collaborative process. Both the PLOs and CLOs are available at the College's Intranet curriculum website ([I.C.1-7](#)) and the College's public website via instructional program pages ([I.C.1-8](#)), as well as on the College's Assessment website ([I.C.1-9](#)).

PLOs are developed and reviewed by program faculty and lecturers, and then approved by department or division chairs and the dean of Liberal Arts and Public Services or the dean of Career and Technical Education. Each year, 20 percent of each program's courses are reviewed for currency and correct articulation ([I.C.1-10](#)). Faculty and lecturers collaborate during these course reviews and other course assessments to develop or revise course learning outcomes; such revisions can be approved via the Fast Track or Curriculum Review processes.

CLOs are customarily published in course syllabi and distributed to students at the beginning of the semester in hard copy and/or electronic format. Department and division chairs are responsible to review syllabi for accuracy of learning outcomes. The assessment process, which

entails the development of an assessment plan, conducting the assessment, planning and implementing improvements for student success, and a closing the loop re-assessment for each course, ensures that course learning outcomes are revisited on a regular cycle of review. Assessment reports and schedules of course assessments for each instructional program are available on the Assessment webpage ([I.C.1-11](#)).

Student Support Services

Information on student support services is available on pp. 12-13 and 36-39 of the 2017-2018 catalog ([I.C.1-12](#)) and on the College's website, under "Admission, Advising, Financial Aid & Student Support Services" and "Learning Resources" via the "Services for Students" link ([I.C.1-13](#)). Student support for DE students is provided on the "Services for DE" webpage ([I.C.1-14](#)). Non-instructional faculty, staff and administrators review service and student support unit outcomes on a regular basis. This is one way to ensure currency and accuracy of the student support services offered at Hawai'i CC.

Accreditation

The College provides accurate information to students and the public about its accreditation status with its accreditors on the Accreditation page of the College website ([I.C.1-15](#)). This information includes the Accrediting Commission for Community and Junior Colleges (ACCJC) recommendations and the College's responses, including follow-up reports from 2012 to 2016.

For publication of the above information, the Office of the Vice Chancellor for Academic Affairs is responsible for ensuring the accuracy and clarity of the academic information printed in the catalog and on the College's website. Each year, the previous year's catalog is distributed to the appropriate department/division chairs and administrative staff, who review and revise information concerning instructional programs and academic support services. The College's mission statement, student support services information, and accreditation status are reviewed and updated by the responsible unit and content contributors. Beginning in 2016-17, all departmental units and instructional programs reviewed their respective webpages as part of the annual program/unit review process. In addition, there is a Web Support Request Form that faculty or staff can utilize to update specific information on the College's website ([I.C.1-16](#)).

Analysis and Evaluation

The College publishes information about its mission statement, learning outcomes, educational programs, student support services, and accreditation status in its catalog and on its website. Clarity, accuracy, and integrity of the information that the College publishes are maintained by consistent, regular review by faculty, staff, and administrators. All catalog information undergoes annual review and revision to ensure accuracy before it is printed in the catalog or posted online on the College's website.

LIST OF EVIDENCE

I.C.1-1	Mission and Vision Statements
I.C.1-2	About Hawai'i CC
I.C.1-3	Approved Minutes by College Council
I.C.1-4	College Council Charter
I.C.1-5	Program of Study
I.C.1-6	Distance Education Courses

I.C.1-7	Curriculum Report Page
I.C.1-8	PLO's and CLO's Culinary
I.C.1-9	Assessments PLO's – Culinary
I.C.1-10	Course Review Policy and Procedure
I.C.1-11	Course Assessment Schedule
I.C.1-12	Counseling, Advising, and Support Services Center
I.C.1-13	Services for Students
I.C.1-14	Services for DE Students
I.C.1-15	Accreditation page
I.C.1-16	Web Support Request Form

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".

Evidence of Meeting the Standard

A catalog is published each academic year on the College's website ([I.C.2-1](#)) and in hard copy form.

As described in Standard I.C.1, responsibility lies with faculty, staff and administrators to assure that information published in the catalog is precise, accurate, and current. Department/division chairs, unit managers, and program coordinators are responsible for checking the catalog for accuracy and currency, paying particular attention to areas under their purview.

The following information is published in the catalog (page references as provided in the 2017-2018 print catalog ([I.C.2-2](#))):

- General Information
 - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (p. 1)
 - Educational Mission (p. 6)
 - Representation of accredited status with the ACCJC and with programmatic accreditors, if any (p. 7)
 - Course, Program, and Degree Offerings (pp. 63-154)
 - Student Learning Outcomes for Programs and Degrees (pp. 63-95)
 - Academic Calendar and Program Length (pp. 2-3)
 - Academic Freedom Statement (p. 41)
 - Available Student Financial Aid (pp. 52-55)
 - Available Learning Resources (p. 12-14)
 - Names and Degrees of Administrators and Faculty (pp. 158-165)
 - Names of Governing Board Members (p. 166)
- Requirements
 - Admissions (pp. 16-22)
 - Student Fees and Other Financial Obligations (pp. 24-27)
 - Degrees, Certificates, Graduation and Transfer (Degrees and Certificates: pp. 56-57; Graduation: p. 34; and Transfer: pp. 38-39)

- Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty (pp. 42-50)
 - Nondiscrimination (p. 42)
 - Acceptance of Transfer Credits (p. 20)
 - Transcripts (p. 35)
 - Grievance and Complaint Procedures (p. 42)
 - Sexual Harassment (p. 43)
 - Refund of Fees (p. 25).

Analysis and Evaluation

The College catalog, containing information for prospective and current students, is published each year, online and in hard copy format. The information is reviewed and updated for accuracy and currency prior to publication.

LIST OF EVIDENCE

[I.C.2-1](#) The catalog on the College website

[I.C.2-2](#) The printed catalog

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Learning Outcomes Assessment

As described in Standard I.B.8, the College shares extensive documentation of its assessment processes and results on the Assessment page of the College website ([I.C.3-1](#)). Resources available include explanations and detailed graphics of the College's approach to assessment, schedules, links to the College's digital and hardcopy report templates and system, the Assessment Handbook, assessment reports, and presentations and reports to the College.

Student Achievement

Hawai'i CC shares a variety of student achievement data, as described in Standard I.A.2. The College's Fact Book includes persistence and graduation rates and other institution-set standards results ([I.C.3-2](#)). Additional student success data are provided by the vice president for the University of Hawai'i Community Colleges (UHCC), whose biannual presentations to the *Kauhale* are available online on the College's Strategic Planning Resources webpage ([I.C.3-3](#)).

Annual Reports of Program Data (ARPD) provided by the UHCC System, along with data analysis contained in instructional program reviews, are also available on the College website ([I.C.3-4](#)). The Career and Technical Education (CTE) programs further provide data on the College's Gainful Employment webpage ([I.C.3-5](#)) and on each program's page on the College's website ([I.C.3-6](#)).

In addition to highlighting student achievement through publications at the College's website, Hawai'i CC's evaluation of student achievement is reflected in the PURP, strategic planning, and in innovation efforts.

Analysis and Evaluation

In order to communicate academic quality matters and achievement to the public, Hawai'i CC publishes documentation of learning outcomes assessment and results and student achievement data and evaluation on a variety of pages on the College's website.

LIST OF EVIDENCE

<u>I.C.3-1</u>	Instructional Program Assessment Reports and Plans
<u>I.C.3-2</u>	2017 Annual Fact Book
<u>I.C.3-3</u>	Strategic Planning Resources
<u>I.C.3-4</u>	Instructional Program Reviews
<u>I.C.3-5</u>	Gainful Employment Website
<u>I.C.3-6</u>	Program page – Culinary

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

A list of certificates and degrees that the College offers is included on pp. 56 to 57 of the 2017-2018 catalog ([I.C.4-1](#)) and on the College's website ([I.C.4-2](#)).

Each program has a description of the purpose of the degrees or certificates it offers, the content and course requirements for each degree or certificate, and its program learning outcomes. Course descriptions and learning outcomes are available on the program webpages ([I.C.4-3](#)). The majority of the Career and Technical Education (CTE) programs also include a student schedule of courses to assist CTE students in their academic planning ([I.C.4-4](#)).

Analysis and Evaluation

The College publishes the certificates and degrees it offers in terms of their purpose, content, course requirements, and expected learning outcomes in its catalog and on its website.

LIST OF EVIDENCE

<u>I.C.4-1</u>	Curricula and Programs
<u>I.C.4-2</u>	Program of Study
<u>I.C.4-3</u>	AEC Technologies
<u>I.C.4-4</u>	Student Schedule of Courses

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Policy review

As Hawai‘i CC is part of a ten-campus University of Hawai‘i (UH) System, the College operates under Board of Regents policies ([I.C.5-1](#)), UH Executive Policies ([I.C.5-2](#)), UHCC policies ([I.C.5-3](#)) and Hawai‘i CC policies ([I.C.5-4](#)).

UH Executive policies (EP) and Administrative procedures (AP) should be reviewed every three years in accordance with UH Executive Policy, EP 2.201, Section III C ([I.C.5-5](#)).

The College is committed to regular review of its policies and procedures, with updates made when necessary, to assure alignment between the mission and programs and services. Since 2012, a number of College administrative, academic, and student affairs policies have been reviewed. Publications are reviewed for accuracy (see Standard I.C.1).

The Academic Senate, which represents the faculty governance arm of the College, includes a statement in Article VII of its Charter that Senate policies will be reviewed every five years or earlier as needed. The Senate Charter was recently revised in 2016-2017. Standing committees of the Academic Senate, which include the Educational Policy and Faculty Policy Committees, regularly review relevant policies ([I.C.5-6](#)).

Procedure review

In addition to policy review, institutional procedures are reviewed in the PURP, in which programs and units conduct assessment to determine effectiveness, adjust practices, and create action plans to implement improvements. The PURP process itself is evaluated annually by the College Effectiveness Review Committee (CERC), with feedback prompting changes for future reviews ([I.C.5-7](#)).

Analysis and Evaluation

The College regularly reviews policies and procedures to ensure currency and effectiveness of programs and services in their support of mission fulfillment. Publications are also reviewed regularly by faculty, staff, and administrators to ensure accuracy of information.

LIST OF EVIDENCE

I.C.5-1	Policies and Procedures Information System
I.C.5-2	Executive Policies
I.C.5-3	UHCC OVPCC Index
I.C.5-4	Hawai‘i Community College Policies
I.C.5-5	UH Executive Policy, EP 2.201 Systemwide Policies and Procedures
I.C.5-6	Academic Senate Handbook
I.C.5-7	CERC Operating Guidelines

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other institutional materials.

Evidence of Meeting the Standard

Hawai'i CC publishes the cost of tuition and fees on page 24 of the 2017-2018 catalog ([I.C.6-1](#)) and on the College website ([I.C.6-2](#)).

Textbook costs are available at the University of Hawai'i at Hilo Bookstore website ([I.C.6-3](#)).

The Gainful Employment statement on each CTE program page includes information about the cost of textbooks and supplies ([I.C.3-5](#)).

Analysis and Evaluation

The cost of education, including tuition, fees, and textbook costs, is readily available to current and prospective students.

LIST OF EVIDENCE

I.C.6-1	Catalog Tuition and Fees
I.C.6-2	Tuition and Fees website
I.C.6-3	University of Hawai'i at Hilo Bookstore website
I.C.3-5	Gainful Employment website

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College uses and publishes its Statement of Rights and Responsibilities of the University Community, as defined in UH Administrative Rule, Title 20, Chapter 2, on the Academic Freedom webpage on the College website ([I.C.7-1](#)). The statement asserts that the "purpose of the university is to pursue the truth through teaching, learning, and research in an atmosphere of freedom of body and mind." This policy covers the entire UH community, including faculty, staff, and students.

The contract negotiated between the faculty union (UHPA) and the Board of Regents includes further language that protects academic freedom. Significant sections are included in the 2017-2018 College catalog on page 41 ([I.C.7-2](#)).

Hawai'i CC Policy, HAW 5.101 Student Academic Grievance Policy defines the right to academic freedom and protects freedom of expression for students and is posted on the College's website ([I.C.7-3](#)).

Analysis and Evaluation

Hawai'i CC publishes statements on academic freedom for faculty, staff, and students. This academic freedom is accompanied by the responsibility to not interfere with freedom of others to teach and/or learn whether in person or online.

LIST OF EVIDENCE

- [I.C.7-1](#) UH Administrative Rule, Title 20, Chapter 2, Academic Freedom
- [I.C.7-2](#) Academic Freedom in catalog
- [I.C.7-3](#) Hawai'i CC Policy, HAW 5.101 Student Academic Grievance Policy

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College's policies and procedures concerning honesty, responsibility, and academic integrity are published in its Student Conduct Code, which is available in its entirety on the College website ([I.C.8-1](#)). Excerpts can also be found in the 2017-18 College catalog on pp. 43-48 ([I.C.8-2](#)).

In addition, UH Executive Policy, EP 7.208 Systemwide Student Conduct Code defines the categories of impermissible behavior, such as academic dishonesty, sexual harassment, and disruptive behavior, and the consequences of similar behavior that obstructs the learning and teaching at any UH campus ([I.C.8-3](#)). This policy covers the University community, which includes faculty, staff, and students. Any University-sponsored activities, which may be off-campus or activities that affect the University, are covered in this policy.

The UH System policy on faculty professional ethics, which includes responsibility for academic honesty and integrity, is available to the public and can be accessed at the College's website ([I.C.8-4](#)).

Faculty teaching distance education (DE) courses are required to report how they are meeting the responsibility for student authentication in online courses ([I.C.8-5](#)).

To discourage plagiarism, for many years the College has purchased a subscription to Turnitin, an online plagiarism-checker. The training to use this tool emphasizes 1) the development of assignments that require authentic student writing, and 2) the importance of creating an academic environment that prizes honesty and integrity. There is extensive use of this tool by faculty who give written assignments.

Analysis and Evaluation

Policies and procedures that promote academic honesty, responsibility, and integrity for students and faculty are referenced in the catalog, the faculty union agreement with the Board of Regents, and on the College's website. There are procedures and appropriate sanctions for student

misbehavior. The College has further committed to procedures and instructional tools to promote student verification and ethical scholarship.

LIST OF EVIDENCE

I.C.8-1	Student Conduct Code
I.C.8-2	Student Conduct Code in catalog
I.C.8-3	UH Executive Policy, EP 7.208 Systemwide Student Conduct Code
I.C.8-4	UHCC Policy, UHCCP 5.211 Statement of Professional Ethics
I.C.8-5	Compliance Form

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

To encourage faculty to distinguish between personal conviction and professionally accepted views, the College publishes policies on academic freedom, ethics, and integrity. The policies on academic freedom and professional ethics are contained in the Statement of Rights and Responsibilities of the University Community, as defined in UH Administrative Rule, Title 20, Chapter 2 ([I.C.9-1](#)) (also posted on the Academic Freedom webpage on the College website ([I.C.7-1](#))) and in the UHCC Policy, UHCCP 5.211 Statement on Professional Ethics ([I.C.8-4](#)).

In Section B of UHCCP 5.211, faculty are charged to “hold before them the best scholarly and ethical standards of their discipline.” Further, Article IV.A of the faculty contract states that “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 each such conclusions. Faculty members should be careful not to introduce into their teaching controversial matters that have no relation to their subject” ([I.C.9-2](#)). Article IV.A also states that “When speaking and acting as citizens, Faculty Members shall take suitable precaution to assure that personal utterances or actions are not construed as representing the University.”

Hawai‘i CC encourages all instructors to distinguish between personal conviction and professionally accepted views via policies that define the expectations of exemplary behavior of its faculty and lecturers. The department/division chairs review the syllabi that are distributed to students to ensure appropriateness. Evaluations of faculty members applying for contract renewal, tenure and/or promotion include peer observations and analysis of student course evaluations, through which potential concerns may arise. If there are any problems that occur in this process of review, the department/division chair has the responsibility to ensure fair and objective treatment of both faculty member and students. In the case of lecturers, lecturers are evaluated and are held to the same standards as full-time faculty.

Students can also lodge complaints with the department chair or administration, and/or file a formal grievance. The Student Grievance Policy is available at the College’s website ([I.C.7-3](#)).

Analysis and Evaluation

The College has policies in place that encourage faculty to perform their duties in a professional manner, separating personal conviction from professional views.

LIST OF EVIDENCE

I.C.9-1	UH Administrative Rule, Title 20, Chapter 2
I.C.7-1	Academic Freedom
I.C.8-4	UHCC Policy, UHCCP 5.211 Statement on Professional Ethics
I.C.9-2	Article IV, Faculty Professional Responsibilities and Workload
I.C.7-3	Hawai'i CC Policy, HAW 5.101 Student Academic Grievance Policy

I.C.10 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 catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College does not follow codes that seek to instill specific beliefs or worldviews, but does follow general codes of conduct (see Standard I.C.8).

Analysis and Evaluation

The College does not follow codes that seek to instill specific beliefs or worldviews.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

The College does not operate in foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with ACCJC Eligibility Requirements; Accreditation Standards; Commission policies, guidelines, and requirements for public disclosure; institutional reporting; team visits; and prior approval of substantive changes, as evidenced by its March 1, 2013 six-year ACCJC Certificate of Accreditation ([I.C.12-1](#)).

Further evidence--covering the period from 2012 until the present academic year--is available in the self-evaluation report, midterm reports, follow-up reports, action letters, and communication with ACCJC on the Accreditation page of the College website ([I.C.12-2](#)). The College has been proactive in responding to each of the recommendations made by ACCJC.

Links to self-study, mid-term, follow-up reports, action letters, and communication with ACCJC prior to 2012 are on the College's archival webpage ([I.C.12-3](#)).

The College continues to comply through its current accreditation process. An example of the College's continued compliance is the most recent letter from ACCJC, which acknowledged the College's response to Standard III A.1.C ([I.C.12-4](#)).

Analysis and Evaluation

Hawai'i CC has complied with all ACCJC requirements and recommendations in the past and continues to comply in the current accreditation cycle.

LIST OF EVIDENCE

I.C.12-1	March 1, 2013 six-year ACCJC Certificate of Accreditation
I.C.12-2	Accreditation page of the College website
I.C.12-3	Accreditation Archival webpage
I.C.12-4	Letter from ACCJC, which acknowledged Standard III A.1.C

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College demonstrates honesty and integrity in its relationships with external agencies by publishing all of its communication with external agencies, such as ACCJC, on its website ([I.C.12-2](#)).

The following Hawai'i CC programs and center have additional accreditation, certification, or approval through their respective agencies:

- Culinary Arts Program
- Nursing Program
- Hawai'i Community College Children's Center.

Statements of their accreditation/approval status are published on the Accreditation webpage ([I.C.12-2](#)) as well as on program pages ([I.C.13-1](#), [I.C.13-2](#), [I.C.13-3](#)).

Compliance with state and federal regulations and statutes are required by the College and are reflected in all of its publications.

Analysis and Evaluation

The College provides evidence of compliance with ACCJC requirements on its website. In addition, different programs within the College, such as the Culinary Arts and Nursing Programs and the Early Childhood Center, provide evidence of complying with their respective accrediting agencies.

LIST OF EVIDENCE

I.C.12-2	Accreditation page of the College website
I.C.13-1	General information & requirement – RN
I.C.13-2	General information & requirement – PN
I.C.13-3	General information & requirement – Culinary

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Hawai'i CC is an institution committed to providing its students with a high quality education. Focusing on student learning and achievement, the College does not generate financial return for its investors, contribute to a related or parent organization, or support external interests as it is a publicly funded state institution.

Evidence of the College's commitment to a high quality education is contained in its mission and vision statements and in the institutional learning outcomes ([I.C.14-1](#)), as well as in the College's 2015-2021 Strategic Plan ([I.C.14-2](#)).

Analysis and Evaluation

Hawai'i CC's highest priorities are commitments to providing its students with a high quality education and to student learning and achievement, as evidenced in the College's mission, visions, institutional outcomes, and strategic plans. The College does not generate financial return for investors, contribute to a related or parent organization, or support external interests.

LIST OF EVIDENCE

I.C.14-1	Mission and Vision Statements
I.C.14-2	Hawai'i Community College Strategic Directions 2015-2021

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Creation of a systematic formalized process and annual schedule and timeline for website content review and updating	I.C.1	Web Developer, Vice Chancellor for Administrative Services	Started spring 2018	Website content is reviewed annually for accuracy and updated in a timely manner
Hawai'i CC Policy, HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures
Language related to the objective presentation of instructional content was included in the syllabus guidelines	I.C.9	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the College website fall 2017	Increased awareness of expectations related to the presentation of instructional content

Standard II: Student Learning Programs and Support Services

II.A. Instructional Programs

II.B. Library and Learning Support Services

II.C. Student Support Services



Hawai'i CC Automotive Mechanics Technology Students

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Hawai'i Community College ([II.A.1-1](#)) are offered in fields of study consistent with the institution's newly revised mission, which states that the College "will emphasize the knowledge and experience necessary for *Kauhale* members to pursue academic achievement and workforce readiness." As noted in Standard I.A.1, the mission's categories of "academic achievement" and "workforce readiness" correspond broadly to the types of degrees, credentials, and certificates offered by the College's academic programs and Career and Technical Education (CTE) programs. All credit courses and programs offered at all sites ([II.A.1-2](#)), including those offered at area high schools as part of the Early College Program, are appropriate to higher education, regardless of the delivery method.

To ensure that programs align with the mission and comply with generally accepted practices in degree granting institutions of higher learning, all programs are reviewed and approved at various levels ([II.A.1-3](#)):

- Departmental faculty
- Academic Senate Curriculum Review Committee (CRC)
- Academic Senate
- College Administration
- Board of Regents.

The CRC approves each course and program, regardless of delivery or location, according to guidelines to help to determine whether a course may be considered college level, appropriate for the proposed course number, and applicable toward academic certificates and degrees.

As described in Standard I.B.2, all academic programs regularly assess student learning outcomes at the course level. Measures of student learning provided by assessment reports, as well as attainment of other achievement outcomes indicated by Annual Report of Program Data (ARPD), such as program health, the awarding of degrees and certificates, transfer to other higher education programs, and employability ([II.A.1-4](#)), are addressed in annual and comprehensive program reviews. Program review requirements are determined by various Hawai‘i CC ([II.A.1-5](#)), University of Hawai‘i Community Colleges (UHCC) ([II.A.1-6](#)), and University of Hawai‘i (UH) System ([II.A.1-7](#), [II.A.1-8](#)) policies. Faculty from all departments lead and complete these assessment and review processes with a commitment to furthering rich dialog about student learning, maintaining currency and rigor in all disciplines, and promoting a culture of continuous improvement at the College. Assessment at the College includes a commitment to “closing the loop” after data analysis, reassessment, and reanalysis ([II.A.1-9](#)) to ensure that students benefit. Comprehensive reviews demonstrate alignment to the mission and the institutional learning outcomes (ILOs), and programs must show how their action plan will help the College to achieve Strategic Directions initiatives ([II.A.1-10](#)) and to meet various performance-based measures ([II.A.1-11](#)). Comprehensive reviews are evaluated by the College Effectiveness Review Committee (CERC), with results and recommendations integrated into strategic planning and budgeting processes.

To ensure that CTE programs offered at the College culminate in employment, the College uses Program Advisory Councils (PACs) ([II.A.1-12](#)) to assist programs in defining industry standards applicable to their areas. Each PAC is comprised of industry professionals, program faculty, and community members; members are listed in the 2017-18 college catalog ([II.A.1-13](#)). The PACs communicate new trends in the industry and employment outlooks for both the state and Hawai‘i Island. Where the College delivers an island-wide program (e.g., Nursing), the PAC also has island-wide membership. All advisory councils meet regularly (at a minimum once per academic year). Advisory council meeting minutes are submitted to the CTE dean’s office for record keeping ([II.A.1-14](#)).

Through the Office of EDvance (formerly the Office of Continuing Education and Training—OCET), the College offers an Intensive English Program that prepares students to take credit courses ([II.A.1-15](#)).

Analysis and Evaluation

The College engages in systematic and cyclical program review and assessment in keeping with higher education standards. Student learning outcomes are developed for all courses and programs in alignment with the College’s institutional learning outcomes and mission, and College curricula support student achievement and the fulfillment of degrees, certificates, transfers, and employment. The College complies with system policies regarding curriculum development for all programs, showing parity across all modes of delivery and at the various College locations.

LIST OF EVIDENCE

- [II.A.1-1](#) Instructional Programs
- [II.A.1-2](#) Catalog p. 11
- [II.A.1-3](#) CRC Procedures
- [II.A.1-4](#) Annual Report of Program Data (ARPD)

II.A.1-5	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
II.A.1-6	UHCC Policy, UHCCP 5.202 Review of Established Programs
II.A.1-7	Board of Regents Policy, Chapter 5, Section 5-1.b Instructional Programs
II.A.1-8	UH Executive Policy, EP 5.202 Review of Established Programs
II.A.1-9	Assessment webpage
II.A.1-10	Strategic Direction 2015-2021
II.A.1-11	Program Unit Review pp. 5-6
II.A.1-12	Program Advisory Councils
II.A.1-13	Program Advisory Council Members
II.A.1-14	Advisory Council Agenda & Minutes
II.A.1-15	Intensive English Program

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Curriculum

The content and methods of instruction for each new course are vetted and approved by the CRC, the Academic Senate, and administration before the course is added to Kuali Student Curriculum Management (KSCM) ([II.A.2-1](#)), a Systemwide electronic course record management database (which replaced the former Curriculum Central database). In KSCM, each course outline demonstrates the alignment between course learning outcomes (CLOs) and program learning outcomes (PLOs), and each program outline demonstrates the alignment between PLOs and ILOs ([II.A.2-2](#)).

The University Council on Articulation policy requires that all previously articulated general education core courses be reviewed over a five-year period ([II.A.2-3](#)). To ensure currency, HCC reviews 20 percent of its approved courses each year ([II.A.2-4](#), [II.A.2-5](#)). This systematic course review evaluates relevance, appropriateness, and currency of program courses.

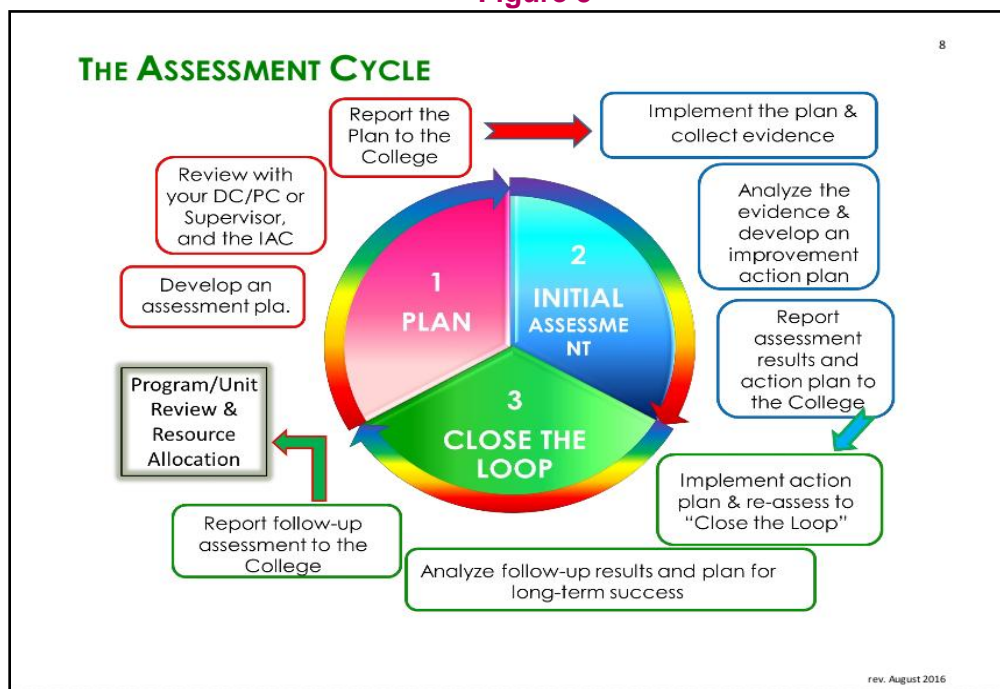
Assessment

Assessment is a primary way in which the College continuously improves teaching and learning strategies and promotes student success. Hawai'i CC engages in scheduled systematic assessment of student learning outcomes for all courses (Figure 5), regardless of delivery mode, to ensure continuous improvement and student success ([II.A.2-6](#)). The College focuses on a learning outcomes approach and clearly defines the course assessment cycle for all faculty, as described on the Assessment webpage ([II.A.1-9](#)). The Assessment Handbook, which is updated annually, provides a detailed and current guide to assessment ([II.A.2-7](#)).

Across the College, assessment focuses on gathering evidence of student learning in alignment with course learning outcomes (CLOs) and program learning outcomes (PLOs), as reflected in the report templates for planning ([II.A.2-8](#)), sharing results ([II.A.2-9](#)), and closing the loop ([II.A.2-10](#)).

When assessing CLOs, faculty--including full time, part time, and adjunct faculty--document the assessment strategy, artifacts, analysis and action plans for student achievement, and alignment to the relevant PLO(s). Assessment results are discussed within departments to clarify areas for improvement and to adjust curriculum and instruction to increase student outcomes attainment. (See 2017-18 Campus Labs assessment worksheet ([II.A.2-11](#)) and 2016-17 and prior course assessment templates ([II.A.2-12](#))). Assessment artifacts have been identified by delivery method in some assessment projects so that faculty can evaluate whether learning outcomes are met regardless of means of delivery.

Figure 5



In addition to course assessments, initiatives like the Liberal Arts (LBRT) PLO assessment show dedication to moving beyond departmental assessment and deepening dialog across the program. LBRT PLO assessment has yielded important learning outcome and instructional insights which are shared in meetings involving all LBRT faculty, including adjunct faculty. The most recent meeting was in November 2016, focusing on the May 2016 assessment of the Oral Communications and Quantitative Reasoning PLOs by the LBRT dean and department chairs ([II.A.2-13](#)). The process continues with each LBRT PLO targeted for assessment and collaborative discussion and goal-setting.

The office of EDvance incorporates its instructional assessments into its unit annual and comprehensive reviews ([II.A.2-14](#)) and in the annual reviews for the Apprenticeship Program ([II.A.2-15](#)) and Intensive English Program ([II.A.2-16](#)).

Assessment across the *Kauhale* is governed by the College's Assessment Policy, HAW 5.202 ([II.A.2-17](#)). Annual Summary Reports to the College Council by the Institutional Assessment Office present a comprehensive look at the year's activities and achievements and at future projects focused on continuous improvement in assessment ([II.A.2-18](#)).

Institutional Program and Unit Review

Systematic evaluation of courses, programs, and directly related services also occurs via the College's Program and Unit Review Process (PURP). Described further in Standards I.B.4-5, PURP is a two-part process with College-wide involvement ([II.A.2-19](#)). The first part of the process is an annual review by all programs and units used for program and academic support unit planning ([II.A.2-20](#)); this process supports instructional improvement by ensuring that programs document outcomes assessment and improvements and any challenges that impact the quality of instruction or services ([II.A.2-21](#), [II.A.2-22](#)). Department/division chairs and deans review the annual program reviews, and the deans assist the vice chancellor for Academic Affairs in preparing any necessary updates of the Academic Master Plan Appendix. The UH System gathers and posts an Annual Report of Instructional Program Data, which assists faculty in evaluating program health and in preparing program reviews ([II.A.2-23](#)).

The second part of the PURP is a three-year comprehensive review that analyzes demand, effectiveness, and efficiency; identifies needed improvements; determines necessary actions; and requests needed resources based on demonstrated evidence. The process of writing and submitting comprehensive reviews follows a similar structure as the annual reviews, on a clearly defined schedule for all programs ([II.A.2-24](#)) and units ([II.A.2-25](#)). It includes long-term program and unit planning, and demonstrates the contributions of the academic program or service unit to the College's achievement of its mission, ILOs, and Strategic Directions plan ([II.A.2-26](#)). Department/division chairs, program coordinators, and service unit managers use a standard template ([II.A.2-27](#)) to write a review for their program or unit, prioritizing actions and budget items. Final reports are sent to the respective vice chancellor or director, who submits the report to the College Effectiveness Review Committee (CERC), a shared governance committee with extensive College-wide representation ([II.A.2-28](#)). Each comprehensive review is evaluated by the CERC based on a published rubric ([II.A.2-29](#)), and each program or unit receives an individualized report from the CERC with feedback and recommendations that are addressed in subsequent program and unit annual reviews.

Instructional Improvement

In addition to the course review, assessment, and program review processes, Hawai'i CC assures currency, improves teaching and learning strategies, and promotes student success through the following avenues:

Faculty evaluation (HAW 9.203 ([II.A.2-30](#))), lecturer evaluation (HAW 9.104 ([II.A.2-31](#))), and the tenure and promotion review ([II.A.2-32](#)) processes aim to support high-quality instructional delivery, design, and self-assessment. Per Hawai'i CC policy, lecturers and probationary and non-probationary instructional faculty are required to use eCAFE, the official tool for course and faculty evaluations at UH, to evaluate and document their teaching effectiveness ([II.A.2-33](#)). Hawai'i CC's eCAFE survey consists of a standard set of questions ([II.A.2-34](#)) focused on instructional design and delivery, and it allows instructors to add customized questions. Lecturers send the results to their respective department or division chair. Probationary and non-probationary faculty can submit student evaluations as part of their contract renewal/tenure and promotion documents.

An active Faculty/Staff Development Committee organizes and promotes professional development workshops for instructors on both sides of the island (Hilo and Pālanui) focused

on teaching and learning strategies and current practices in higher education instruction. Additionally, faculty have access to state and national conferences, including the annual UHCC Hawai'i Student Success Institute, which provides an opportunity for sharing best teaching practices ([II.A.2-35](#)).

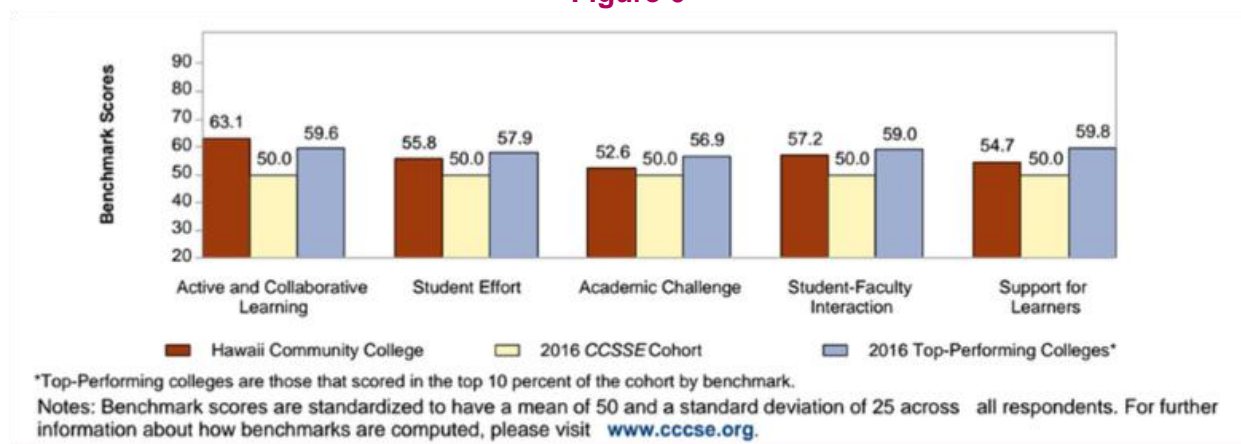
As part of its participation in the UHCC System's developmental education redesign implementation in 2015, the College was especially supportive of English and math faculty attending state and national conferences focused on co-requisite models of developmental education. To build on these experiences and to move forward with instructional improvement, the English department designed a program (including faculty and lecturers) of monthly professional development meetings to share methodologies and data. In March 2017, English, math, and science faculty participated in a statewide institute to address developmental education redesign and student pathways reform.

For distance education classes, instructors employ teaching methodologies that engage students in interactive learning that meets accepted professional standards. The Instructional Technology Support Office (ITSO) is dedicated to supporting faculty with the design, development, and implementation of quality online courses at Hawai'i CC ([II.A.2-36](#)). ITSO also offers services that help promote effective course planning and appropriate use of instructional strategies. ITSO staff research and stay current in instructional strategies and tools to improve the effectiveness of online classes. Updated information and trainings are shared routinely with faculty to promote effective and current teaching practices.

As described in Standard II.A.1, CTE programs receive guidance on currency and relevance of their content and instruction from Program Advisory Councils (PACs) (Hawai'i CC policy HAW 3.302 ([II.A.2-37](#))), composed of industry-based experts from the community. PACs advise faculty, division chairs, and the vice chancellor for Academic Affairs on curricula, new trends in the industry, and employment outlooks for both the state and Hawai'i Island.

The Community College Survey of Student Engagement (CCSSE) survey (most recently deployed in 2016) provides the College with insight into students' views of their engagement in courses, active and collaborative learning strategies, and support of their learning by faculty and staff (Figure 6) ([II.A.2-38](#)). These results are shared across the College.

Figure 6



Analysis and Evaluation

Hawai'i CC has a clear, systematic process for curriculum development that ensures that content and instruction meet accepted academic and professional standards. Furthermore, in keeping with the College's defined course and program review schedule, faculty--including full time, part time, and adjunct faculty--routinely participate in assessment projects to review course content and methods of instruction. These ongoing, College-wide efforts aim to identify and target improvements in instructional courses, programs, and directly related services. All instructional courses, including distance learning and courses offered by EDvance, undergo review and systematic evaluation.

LIST OF EVIDENCE

- [II.A.2-1](#) Kuali Student Curriculum Management (KSCM)
- [II.A.2-2](#) Alignment between CLOs and PLOs
- [II.A.2-3](#) Previously Articulated GE Courses
- [II.A.2-4](#) Hawai'i CC Policy, HAW 5.250 Course Review Policy and Procedure
- [II.A.2-5](#) Course Assessment Schedule
- [II.A.2-6](#) Course Report Archive
- [II.A.1-9](#) Assessment webpage
- [II.A.2-7](#) Assessment Handbook
- [II.A.2-8](#) Course Assessment Plan Worksheet
- [II.A.2-9](#) Course Assessment Results Report Worksheet
- [II.A.2-10](#) Closing the Loop Report Worksheet
- [II.A.2-11](#) Campus Lab Assessment Worksheet
- [II.A.2-12](#) Prior Course Assessment Plan and Result template
- [II.A.2-13](#) Program Assessment Plan and Results Report
- [II.A.2-14](#) OCET Unit Annual Review Report
- [II.A.2-15](#) Apprenticeship Program Annual Review
- [II.A.2-16](#) IEP Program Annual Review
- [II.A.2-17](#) Hawai'i CC Policy, HAW 5.202 Assessment Policy
- [II.A.2-18](#) Institutional Assessment Office Annual Report to the College
- [II.A.2-19](#) Program and Unit Review Process
- [II.A.2-20](#) Instructional Program Assessment Reports and Plans

II.A.2-21	Annual Unit Review Template
II.A.2-22	Program and Unit Review Lists
II.A.2-23	Annual Report of Instructional Program Data
II.A.2-24	Comprehensive Program Review Schedule
II.A.2-25	Unit Review Schedule
II.A.2-26	Program Unit Review Process Narrative
II.A.2-27	Comprehensive Instruction Program Template
II.A.2-28	CERC Operating Guidelines 2013- 2014
II.A.2-29	Evaluation Tool for Comprehensive Program Reviews
II.A.2-30	Hawai'i CC Policy, HAW 9.203 Faculty 5-year review
II.A.2-31	Hawai'i CC Policy, HAW 9.104 Evaluation of Lecturers
II.A.2-32	Guidelines for Tenure and Promotions
II.A.2-33	Hawai'i CC Policy, HAW 9.204 Student Evaluations
II.A.2-34	Revised eCAFE Standard List of Questions
II.A.2-35	2017 HSSI Program
II.A.2-36	ITSO webpage
II.A.2-37	Hawai'i CC Policy, HAW 3.302 Program Advisory Councils
II.A.2-38	The Community College Survey of Student Engagement (CCSSE) survey

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.

Evidence of Meeting the Standard

Hawai'i CC has identified learning outcomes for all courses and programs. As described in Standard II.A.2, the College assesses all courses, programs, and units using established institutional procedures. Hawai'i CC Policy, HAW 5.202 Assessment establishes responsibility for the various campus constituencies, and the 2017-18 Assessment Handbook provides clear information concerning the process, cycle, schedule, and reporting of results for all courses, programs, and units ([II.A.3-1](#)).

Per Hawai'i CC Policy, HAW 5.251 Course Outline of Record ([II.A.3-2](#)), student/course learning outcomes are required on all Course Outlines of Record (CORs). The officially approved course outlines for all College courses are accessible in the KSCM database ([II.A.3-3](#)) where the templates for submission require a statement of CLOs and PLOs.

Per Hawai'i CC Policy, HAW 5.250 Course Review Policy and Procedures ([II.A.2-4](#)), courses must be reviewed on a regular basis with the oversight of the Curriculum Review Committee (CRC). The College has procedures to review 20 percent of all of its approved courses each year. As part of the review, faculty who teach the course review the approved course outline that was sent to the University Council on Articulation when the course was originally articulated (if available), as well as the current course syllabus found in the division central curriculum files and faculty/lecturer course syllabi.

The vice chancellor for Academic Affairs (VCAA) and division/department chairs promote the College-wide practice that requires that all faculty and lecturers submit course syllabi to division offices each semester to be housed in an organized electronic repository. The division/department chairs review the syllabi of their faculty and lecturers to ensure that current course learning outcomes are included. It is customary that students in every class section receive a course syllabus with current course learning outcomes included. (See syllabus guidelines for in-person classes ([II.A.3-4](#)) and online classes ([II.A.3-5](#))). The same is true for online classes, as emphasized in the course design guidelines and template promoted by the ITSO ([II.A.3-6](#)).

Analysis and Evaluation

The College engages in regular assessment of learning outcomes for all courses, programs, certificates, and degrees through its scheduled course assessments and cyclical program and course reviews. The process of approving course outlines and course learning outcomes is well-defined and managed by representatives from across the *Kauhale*. Reviewed course syllabi specifying current learning outcomes are gathered each semester in repositories for each division/department, and are distributed routinely to students.

LIST OF EVIDENCE

II.A.3-1	Hawai'i CC, UH System, and UHCC Policies Determine Requirements For Program Review
II.A.3-2	Hawai'i Community College Policy HAW 5.251 Course Outline of Record
II.A.3-3	Course Outlines
II.A.2-4	Course Review Policy and Procedure
II.A.3-4	Syllabus Guidelines (in-person classes)
II.A.3-5	Syllabus Guidelines (online classes)
II.A.3-6	ITSO Course Design Guidelines and Template

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum addressing basic skills (mathematics, writing, reading) and some vocational skills. The pre-collegiate basic skills courses are distinguished from college level English and mathematics courses by course number; courses numbered below 100 are considered to be at the pre-collegiate level. Per UH Executive Policy, EP 5.209 ([II.A.4-1](#)); UHCC Policy, UHCCP 5.300 ([II.A.4-2](#)); and Hawai'i CC Policy, HAW 5.252 ([II.A.4-3](#)), credit for courses numbered 1-99 are not transferable to the baccalaureate level.

An additional characteristic that distinguishes pre-college from college level courses is the latter's definition through minimum entry level competencies in basic skills. Commonly, courses numbered at or above the 100-level have basic skills prerequisites, which ensure entry competencies, including pre-college course completion, placement test scores, and other placement criteria. It should be noted as well that pre-collegiate developmental courses are not offered via distance education at the College.

Courses numbered below 100 undergo course proposal review, systematic assessment, and alignment to PLOs and the College's ILOs by departments and the CRC as part of the regular course proposal and course outline of record review, program review, and course assessment cycles. These courses are included in the annual and comprehensive program reviews ([II.A.4-4](#)) and the all-College course assessment schedule ([II.A.4-5](#)). Data regarding remedial math ([II.A.4-6](#)), writing ([II.A.4-7](#)), and reading ([II.A.4-8](#)) were analyzed in the UHCC Systemwide Instructional Annual Report of Program Data (ARPD) prior to developmental education curriculum reform in 2016.

The College is a participant in the UHCC Systemwide reform of developmental education ([II.A.4-9](#)), and has embraced the Accelerated Learning Program model for math and English. Math and English faculty have served as developmental education representatives on various committees as well as on systemwide developmental education committees to redesign the course progressions in math's STEM ([II.A.4-10](#)) and non-STEM ([II.A.4-11](#)) sequences, and in reading ([II.A.4-12](#)) and writing ([II.A.4-13](#)), including changes to curricula, instruction, and assessments. Hawai'i CC reading faculty members have been active participants in Reading Summits, a collaboration with UHCC faculty to align courses, learning outcomes, rubrics, and assessment strategies.

As part of the reform effort, Hawai'i CC has supported faculty and lecturers to attend in-house, statewide, and national professional development opportunities. Beginning in 2016-17, the College has funded reassigned time and lecturer stipends for the English faculty teaching pre-collegiate courses to support more intensive and extensive wrap-around services, to gather and analyze more targeted assessment data, to attend monthly professional development meetings, and to share best practices ideas. Systemwide dialog and planning are encouraged by sending faculty from all disciplines and departments to the annual systemwide student success conference sponsored by the UHCC Student Success Council ([II.A.4-14](#)). The latest conference included an extra day of inter-campus work on the developmental education redesign (Windward Community College on March 4, 2017).

In addition, the College maintains high-quality instruction through the actions of various faculty committees. College faculty have also participated in a collaborative project of the Hawai'i Department of Education, the P-20 Initiative ([II.A.4-15](#)), and the UH System to develop transitional 12th grade math and English courses ([II.A.4-16](#)) to address the needs of pre-collegiate students.

The College supports developmental students' progress and success in college level courses through academic tutoring and other assistance at The Learning Center ([II.A.4-17](#)), Hale Kea Advancement and Testing Center ([II.A.4-18](#)), and Pālanui's Library and Learning Center ([II.A.4-19](#)). Students enrolled in pre-collegiate basic skills courses have access to writing, reading, math, and ESL labs that provide tutorial assistance and learning resources. The College funds peer tutors to staff the labs and offers reassigned time for writing, reading, ESL, and math lab coordinator positions. Beginning in spring 2017, peer tutors have been available for embedded in-class tutoring, and an ESL peer mentor program was implemented at Pālanui. The College also funds access to 24-hour online Brainfuse tutoring for all students, and faculty have participated in the nationwide EdReady initiative. Data regarding tutoring services generally and those used by developmental students specifically are provided in the UHCC

Academic Support Annual Report of Program Data, showing in 2016 all of the Program Quantitative Indicators as “Healthy” ([II.A.4-20](#)).

In addition, the College created a Student Success Coordinator position (described in Standard II.B.1) and a partnership program between faculty and Student Services counselors, both of which aim to bolster the direct support students receive. In the Hānai a Kumu program, a counselor is matched with a faculty member to strengthen the coordination of services (further described in Standard II.C.5).

Analysis and Evaluation

The College demonstrates a commitment to supporting students in its pre-collegiate courses through a variety of academic and counseling services. Pre-collegiate courses are clearly distinguished from college level course through course numbering, clear course learning outcomes, and prerequisites. The quality of the College’s pre-collegiate instruction and course design is ensured through regular course review, program review, and course assessment.

LIST OF EVIDENCE

II.A.4-1	UH Executive Policy, EP 5.209 University of Hawai‘i System Student and Inter-Campus Articulation
II.A.4-2	UHCC Policy, UHCCP 5.300 Course Numbering Convention
II.A.4-3	Hawai‘i CC Policy, HAW 5.252 Numbering Criteria for New and Modified Courses
II.A.4-4	Program & Unit Review
II.A.4-5	Assessment Schedule
II.A.4-6	Instructional Annual Report of Program Data (ARPD) Math
II.A.4-7	Instructional Annual Report of Program Data (ARPD) Writing
II.A.4-8	Instructional Annual Report of Program Data (ARPD) English
II.A.4-9	Course Listings, p. 101
II.A.4-10	STEM Math Progression
II.A.4-11	Non STEM Math Sequence
II.A.4-12	English Reading Progression
II.A.4-13	English Writing Progression
II.A.4-14	Student Success Council
II.A.4-15	Placement Policy Using 11th Grade Smarter Balanced Assessment Results for College Mathematics and English Placement
II.A.4-16	ELA Transition Course Workgroup Meeting
II.A.4-17	The Learning Center webpage
II.A.4-18	Hale Kea Advancement and Testing Center webpage
II.A.4-19	Pālanui’s Library and Learning Center
II.A.4-20	Program Quantitative Indicators

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College adheres to UHCC Policy, UHCCP 5.228 Credit Hour ([II.A.5-1](#)), which provides a consistent measure of the quality of a student's academic experience by defining a credit hour and identifying the process and evidence by which the UHCC System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit. UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates establishes the minimum number of credit hours for each of the College's certificates and degrees ([II.A.5-2](#)). Related University Policies and Regulations include the following:

- U.S. Department of Education, Federal Register October 29, 2010, Final Regulations on Program Integrity Issues (75FR 66832) ([II.A.5-3](#))
- Board of Regents Policy, RP 5.201 Instructional Programs ([II.A.5-4](#))
- UH Executive Policy, EP 5.202 Review of Established Programs ([II.A.5-5](#))
- UHCC Policy, UHCCP 5.202 Review of Established Programs, Attachment 1-B ([II.A.5-6](#))
- UH Executive Policy, EP 5.228 Credit Hours ([II.A.5-7](#))

The College's curriculum review, program review, and outcomes-based assessment processes all contribute to ensuring that instruction is of appropriate length, breadth, depth, and rigor (see Standards II.A.1-3). With the oversight and guidance of the Curriculum Review Committee (CRC) ([II.A.5-8](#)), new courses undergo faculty-driven curriculum review, and existing courses are systematically reviewed every five years with 20 percent undergoing review annually ([II.A.5-9](#)). 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. These issues are also addressed in program reviews, which discuss attainment of course and program learning outcomes; both annual and comprehensive reviews require linking action items to PLO attainment.

All new courses undergo the same proposal and review process whether they are taught face-to-face, online, or through video-conferencing. Departments decide the mode of delivery of courses, and all distance education courses are evaluated using the same faculty-driven process as face-to-face courses. The Instructional Technology Support Office (ITSO) has a rubric that it uses internally and shares with faculty ([II.A.5-10](#)), and the Distance Education Committee has been developing a tool to ensure a quality peer review of DE courses College-wide ([II.A.5-11](#)).

In addition, the UHCC System has oversight of 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 ([II.A.5-12](#)). New program proposals are submitted to the CRC for recommendation and the VCAA seeks approval from other VCAs in the system; the process culminates with approval from the UH Board of Regents.

A number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning ([II.A.5-13](#)). Culinary Arts at Pālanui and Hilo have separate accreditation through the American Culinary Federation Foundation Accrediting Commission (ACFFAC), and the associate in science degree program, leading to registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC), and approved by the Hawai‘i State Board of Nursing. In addition, the 20-hour Certificate of Competence in Substance Abuse Counseling ensures synthesis of learning and sequencing by preparing students to satisfy the addiction studies educational requirements for the Hawai‘i State Department of Health, Alcohol and Drug Abuse Division’s (ADAD) Certified Substance Abuse Counselor (CSAC), and/or Certified Drug Prevention Specialist (CDPS) positions ([II.A.5-14](#)).

For CTE programs, valuable oversight on the scope and quality of curricula and programs is also provided by Program Advisory Councils. These groups advise their respective programs of training needs and new developments in the field. Councils include employers, alumni, and others knowledgeable about the field ([II.A.5-15](#)).

Hawai‘i CC Strategic Directions 2015-2021, Hawai‘i Graduation Initiative (HGI) Action Strategy 2 focuses on implementing structural improvements that promote persistence, strengthen pathways, and address gaps in student achievement, with the goal of reducing students’ time to completion while upholding rigorous standards ([II.A.5-16](#)). This is in keeping with the December 2015 adoption of UHCC Policy, UHCCP 5.213 Time to Degree: Co-Requisite that outlines the systemwide guidelines to provide the necessary curricular structure to help students succeed in college level courses through co-requisites, thereby shortening the time to successful completion of academic credentials ([II.A.5-17](#)).

The general education philosophy of the College reflects the *Kauhale*’s effort to broaden and deepen students’ learning and to adhere to common practices in American higher education ([II.A.5-18](#)). There are ten General Education Learning Outcomes (GELOs) ([II.A.5-19](#)) and within each, a set of benchmarks based on a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields. Such organizations include, but are not limited to, the Association of American Colleges and Universities, the National Council of Teachers of Mathematics, and the Association for College and Research Libraries. The General Education Committee (GEC) ensures a rigorous process for GE course designation ([II.A.5-20](#)).

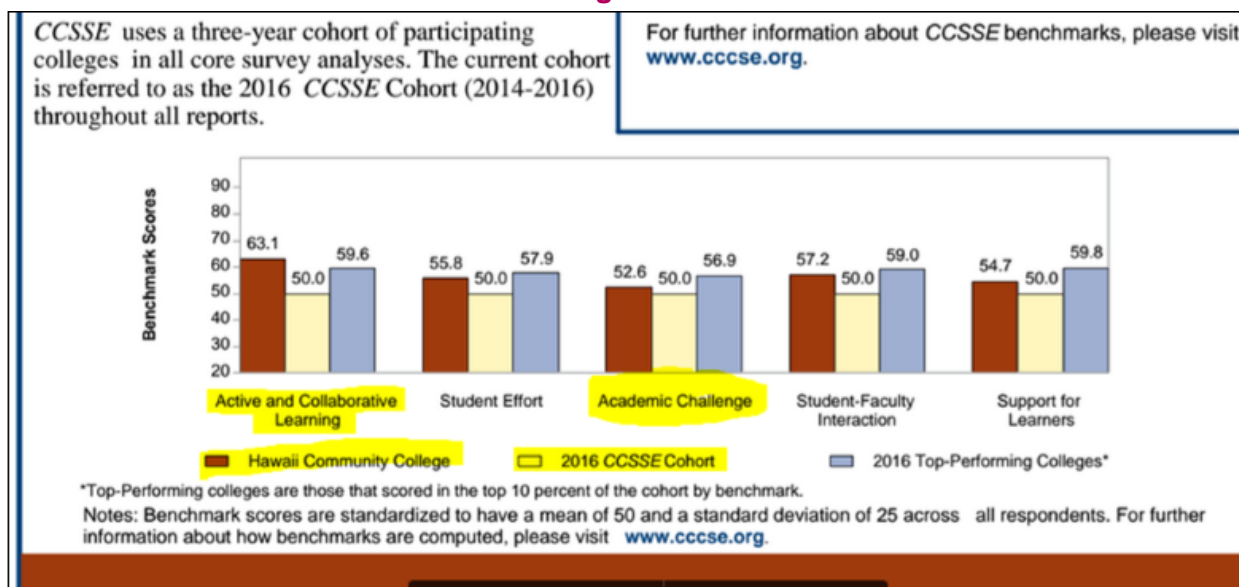
In February 2017, the Academic Senate voted to move to the University of Hawai‘i at Mānoa’s Foundations model for general education ([II.A.5-21](#)), with the transition from the College’s current general education structure to take place over the next two years. The intention is to provide better alignment across the UH System so students encounter clearer academic pathways and the College upholds the rigor and breadth of the general education requirement in concert with other system campuses. This model includes two types of course designations: 1) Foundations courses are intended to give students skills and perspectives that are fundamental to undertaking higher education; 2) Diversification courses are intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests.

Hawai'i CC establishes rigor across the disciplines through courses which earn designations as Writing Intensive ([II.A.5-22](#)), Hawai'i Asian Pacific, and Sustainability. Faculty apply to have their courses earn these designations, which are awarded through associated Select Committees of the Academic Senate, comprised of faculty across the disciplines. Faculty also collaborate to create learning communities that allow for an integrated, interdisciplinary approach. Learning communities are designed to introduce students to various academic subjects, to support students in synthesizing connections between those subjects, to encourage students to apply knowledge gained in the classroom to their daily lives, and to support students' involvement in learning ([II.A.5-23](#)).

The Prior Learning Assessment initiative supports students in seeking college credit for previous learning ([II.A.5-24](#)). Comprehensive transcript evaluations provide opportunities for students to reduce time to degree by earning credit towards their degree through prior learning assessments.

The College's strategies to ensure rigor, depth, and breadth of instruction are reflected in the favorable results of the 2016 CCSSE data ([II.A.2-38](#)) which show increases in all categories focused on rigor in courses. The College ranked above the small college average (Figure 7).

Figure 7



Analysis and Evaluation

Clear policies, as well as established processes for course and program approval, assessment, and review, ensure that all Hawai'i CC associate degrees contain the minimum 60 credit hours, and that courses and programs align with UH and national standards in terms of length, breadth, depth, rigor, course sequencing, and synthesis of learning. In addition, the College is an active participant in systemwide strategic initiatives focused on improving time to completion, retention, and persistence of students.

LIST OF EVIDENCE

- [II.A.5-1](#) UHCC Policy, UHCCP 5.228 Credit Hour
[II.A.5-2](#) UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates

II.A.5-3	Final Regulations on Program Integrity Issues
II.A.5-4	Board of Regents Policy, RP 5.201 Instructional Programs
II.A.5-5	UH Executive Policy, EP 5.202 Review of Established Programs
II.A.5-6	UHCC Policy, UHCCP 5.202 Review of Established Programs, Attachment 1-B
II.A.5-7	UH Executive Policy, EP 5.228 Credit Hours
II.A.5-8	Annual Report of Program Data
II.A.5-9	CRC Proposals
II.A.5-10	The Instructional Technology Support Office (ITSO) Rubric
II.A.5-11	Peer Review for Online Course Teaching
II.A.5-12	Annual Reports of Data
II.A.5-13	Accreditation webpage
II.A.5-14	Substance Abuse Counseling
II.A.5-15	Program Advisory Councils
II.A.5-16	Hawai'i Graduation Initiative (HGI)
II.A.5-17	UHCC Policy, UHCCP 5.213 Time to Degree: Co-Requisite
II.A.5-18	General Education webpage
II.A.5-19	General Education Learning Outcomes and Benchmarks
II.A.5-20	GE Course Designation Process
II.A.5-21	General Education Foundations
II.A.5-22	Writing Intensive Courses
II.A.5-23	Course Credit Listing
II.A.5-24	Earn College Credit with Prior Learning Assessments
II.A.2-38	The Community College Survey of Student Engagement (CCSSE)

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of the standard:

The College's Strategic Directions 2015-2021, Hawai'i Graduation Initiative (HGI) Action Strategy 2 ([II.A.5-16](#)), UHCC Policy, UHCCP 5.213 Time to Degree: Co-Requisite ([II.A.5-17](#)), and UHCCP 5.203 Program Credentials: Degrees and Certificates ([II.A.6-1](#)) place emphasis upon students completing program requirements in appropriate time frames. The UH System's "15 to Finish" initiative encourages students to take 15 credits each semester to complete associate degree programs in two years ([II.A.6-2](#)).

In order to improve course scheduling procedures, the UH System's STAR Guided Pathways System (GPS) registration system was fully implemented by the College in fall 2016 to give faculty and administrators new tools to predict student demand and improve course sequencing and alignment ([II.A.6-3](#)). The system is intended to help faculty, staff, and students see the logical sequence of course requirements and to recognize variables that affect students' pathways into optimal series of courses. Inputting program requirements into the STAR system creates transparency about how program requirements coordinate, and testing mock registration before live registration provides the institution an opportunity to see where program requirements are misaligned.

Reports from STAR also allow the College to predict the number of students who will need specific requirements, which informs course scheduling for subsequent semesters. Hawai'i CC

uses data reports, waitlist reports, enrollment figures, and STAR dashboard reports to identify course fill rates to improve accuracy of course scheduling. Division chairs, deans, and the VCAA collaborate to ensure that courses needed across disciplines are identified and scheduled at appropriate times for students to complete program requirements.

The College makes efforts to ensure that courses are sequenced so that students can build their skills to complete their programs in a timely manner, regardless of location or delivery. Course sequencing receives attention from the Curriculum Review Committee (CRC) as it examines course and program modifications, and course sequencing and scheduling are discussed regularly in division chair meetings. If under-enrolled courses are vital to students' paths to timely completion, the VCAA can authorize keeping sections open.

In February 2017, the College worked with Ad Astra consultants on an audit of course offerings, room scheduling, and other variables that impact maximizing enrollment. The results of the Ad Astra Strategic Check-up provided a sense of assurance that the scheduling process was effective, while identifying areas where the College could focus on improvement ([II.A.6-4](#)).

Across the system, efforts to align programs across campuses also help address the issue of timely degree completion. The College's CTE programs align to their System counterparts through Program Coordinating Councils ([II.A.6-5](#)), and the Liberal Arts programs have begun alignment meetings as requested by the UHCC vice president.

To improve the student experience, STAR GPS enables students to view courses needed for graduation in their chosen major, as well as completed grades, transfer credits, academic holds, and other information. Students are presented with their required courses placed in recommended sequence, which minimizes confusion about which courses are applicable toward degree requirements and in which order they should be taken ([II.A.6-6](#)). Additional Liberal Arts pathways--such as the Art, Psychology, and pre-Business concentrations--have been created to keep students on track with transfer requirements to ensure that upon completion of their associate degree, students' courses are aligned with major degree requirements at the four-year UH institution. This system supports students, their faculty advisors, and Student Services counselors by more clearly identifying individual students' pathways, earned credits, and remaining unfulfilled degree requirements.

In addition to STAR GPS, students receive course selection guidance via CTE program semester schedules published in the catalog ([II.A.6-7](#)), and via advising sheets with program requirements for all programs available on the College website ([II.A.6-8](#)).

Analysis and Evaluation

The College's recent adoption of the STAR Guided Pathways System for registration and review of student course records has greatly facilitated efforts to promote students' timely completion of certificate and degree programs. Scheduling processes, as well as academic advising, have improved as a result of access to STAR data. By participating in systemwide initiatives and adhering to the College's strategic plan and graduation initiative, faculty and staff are advancing students' ability to complete their certificates and degrees in appropriate time frames consistent with higher education standards.

LIST OF EVIDENCE

II.A.5-16	Hawai'i Graduation Initiative (HGI)
II.A.5-17	UHCC Policy, UHCCP 5.213 Time to Degree: Co-Requisite
II.A.6-1	UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.6-2	15 to Finish
II.A.6-3	STAR Guided Pathways System
II.A.6-4	Strategic Check-up
II.A.6-5	Program Coordinating Councils
II.A.6-6	Quarterly Report
II.A.6-7	Program Descriptions
II.A.6-8	Advising Sheets

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Hawai'i CC demonstrates its commitment to all segments of the Hawai'i Island community by providing instruction and learning support, including multiple delivery modes and varied teaching methodologies, that support equity and success for all students.

Hawai'i CC instructors use a variety of teaching methodologies and assessment strategies to meet students' varied needs and learning styles. Teaching methods include, but are not limited to, class participation, lecture, demonstrations, discussion, research, and labs. All students also have access to the online learning management system called *Laulima* ("cooperation, working together" in Hawaiian), which many instructors use to post instructional materials, host discussion forums, and to collaborate with students. Faculty members exercise considerable freedom when determining teaching methods and delivery modes suitable to the curriculum, to students' needs, and to Hawai'i CC's mission. This is evident, for example, when Hawaiian Studies students showcase what they have learned in various classes during each fall semester's *Hō'ike* (*hō'ike* means to show or exhibit) ([II.A.7-1](#)). Learners invite their families to the *hō'ike* as a way to share what they have learned from diverse teaching methodologies.

The College offers internship and practicum classes that promote experiential learning, as well as the opportunity for students to engage in service learning projects in the community and on campus that include, but are not limited to, reforestation and trail maintenance projects with a history instructor in Kona ([II.A.7-2](#)), environmental projects in Hilo with community partners ([II.A.7-3](#)), model home construction to benefit local low-income families ([II.A.7-4](#)), and other projects within the social sciences. Other demonstrations of the range of teaching methodologies used across disciplines to promote student learning include the Culinary Classic, student showcases of the OneThemeOneCollege learning community, ([II.A.7-5](#), [II.A.7-6](#)) and learning communities of linked classes in different disciplines (e.g., Hawaiian Studies and English).

The College's assessment process and annual and comprehensive program reviews also advance discussions about instructional and assessment methods being employed across the *Kauhale*. These cyclical, ongoing improvement efforts enable departments to discuss teaching and learning, and to target the diverse and changing needs of students (see Standards II.A.1-3). Likewise, efforts such as the reform of developmental education (see Standard II.A.4) promote

student success by increasing faculty knowledge of innovative teaching methodologies and instruction.

Course delivery modes include in-person, video-conferencing, hybrid, and fully online classes. Decisions regarding the delivery mode of courses are made at the departmental level and consider program/student needs and instructor availability. The Instructional Technology Support Office (ITSO) is dedicated to supporting best practices in distance education (see Standard II.A.2). ITSO uses its annual unit reviews to demonstrate how the unit uses assessment data from students and faculty to drive improvements in *Laulima* trainings and online instruction trainings for faculty ([II.A.7-7](#)). Distance education courses and their methodologies are included in the regular course assessment and program review schedule. Achievement data specific to distance education courses are reported in the LBRT Instructional Annual Report on Program Data (ARPD) ([II.A.7-8](#)). Success data in this area have been encouraging as the quantitative indicators have risen.

For all courses, the eCAFE course evaluation tool ([II.A.7-9](#)) is used to ask students to rate their instructors on the use of instructional methods and to provide feedback on delivery modes ([II.A.2-34](#)). From this student feedback, instructors are able to identify areas for improvement to better serve the needs of students. Lecturers share eCAFE results with their division/department chairs, and it is customary for faculty to analyze and reflect on their eCAFE results in their contract renewal and tenure and promotion dossiers.

As described in the College's Strategic Directions 2015-2021, Hawai'i Graduation Initiative (HGI) Action Strategy 2 (pp. 3-4) ([II.A.5-16](#)), Hawai'i CC works to enhance the success of special populations such as Native Hawaiians, Filipinos, veterans, adult learners, and part-time students. Students enrolled in pre-collegiate courses also benefit from additional support provided by instructors as part of the developmental education redesign (see Standard II.A.4).

The Hā'awi Kōkua (Disability Services) Program promotes equal opportunities for students with disabilities with a wide range of services available from interpreters to classroom notetakers ([II.A.7-10](#)). Trainings on Universal Design are offered to instructors, and the ITSO emphasizes adherence to accessibility guidelines to promote success for students with disabilities ([II.A.7-11](#)).

Hawai'i Papa O Ke Ao, which means "Hawai'i Foundations of Enlightenment/Knowledge," is the name of the initiative designed to make the ten campuses of the University of Hawai'i model indigenous-serving institutions ([II.A.7-12](#)). The College's Hālaulani Transfer Success Center was established in 2013 to encourage and support Hawai'i CC students to graduate and/or transfer to one of the four-year UH campuses or to any other four-year institution to achieve a bachelor of arts or science degree ([II.A.7-13](#)). The center was established with support from an Alaska Native/Native Hawaiian Serving Institutions Title III Grant with the purpose of increasing success for Alaska Native and Native Hawaiian students. While the grant cycle has ended, these services are still available through Counseling, Advising and Student Support Services.

The College's ESL program supports speakers of other languages by offering classes in reading, writing, and grammar, as well as providing an ESL lab and ESL peer mentors ([II.A.7-14](#)). Other programs invite faculty, staff, and students to share a commitment to diversity such as the annual

International Education Week that promotes interactive cultural celebrations and exchanges ([II.A.7-15](#)).

For adult learners, the College participates in the statewide Prior Learning Assessment initiative, allowing students to earn college credit for what they already know by demonstrating learning outcomes through faculty approved assessments or other methods ([II.A.7-16](#)). These assessments can include exams, standardized tests, portfolios, and evaluation of industry or military training.

The College creates a supportive learning environment for its diverse student population through a variety of other initiatives. The College has two representatives on the UH Systemwide Commission on LGBTQ+ Equality ([II.A.7-17](#)) and pursues the Safe Zone Program's objective to train participants to utilize their gained knowledge and skills to foster a safe and inclusive community for LGBTQ+ students, faculty, and staff. These trainings affect instructors' approaches to fostering equitable learning opportunities inside and outside of the classroom ([II.A.7-18](#)).

Hawai'i CC also encourages student access and success by offering express admissions and enrollment days, orientations, campus tours, academic advising, as well as special outreach events such as informational tables to support access to benefits for veterans at the Pālanui campus and, in collaboration with the Hilo Veterans Center, a Veterans Resource, Education and Job Fair ([II.A.7-19](#)) at the Manono campus. In addition, Hawai'i CC offers an annual Career, Job, and Internship Fair ([II.A.7-20](#)) for students and alumni and also collaborates with county, state, and private agencies to offer an annual Career Readiness Fair and a Career, Job and Resource Fair for the community.

Further descriptions of the College's online and campus-based learning support services are given in Standard II.B.1.

Analysis and Evaluation

Hawai'i CC uses a variety of instructional modes and methods, learning support services, and strategies and initiatives to support equity and success for all students. In addition to faculty use of direct feedback from students on teaching methods and delivery modes via the eCAFE course evaluations, the regular assessment of courses and review of programs promote continuous efforts to attend to the diverse and changing needs of students.

LIST OF EVIDENCE

II.A.7-1	‘Ai Student Ho‘ike
II.A.7-2	Reforestation and Trail Maintenance Projects
II.A.7-3	Service Learning Projects
II.A.7-4	Model Home Construction
II.A.7-5	OneThemeOneCollege Learning Community
II.A.7-6	‘ĀINA Fall 2015 Student Showcase
II.A.7-7	Unit Annual Review Report
II.A.7-8	Annual Report on Program Data
II.A.7-9	eCAFE
II.A.2-34	eCAFE Questions
II.A.5-16	Hawai'i Graduation Initiative (HGI)
II.A.7-10	The Hā‘awi Kōkua (Disability Services)

II.A.7-11	Course design guidelines and template
II.A.7-12	Hawai'i Papa O Ke Ao
II.A.7-13	Transfer Partnership
II.A.7-14	English as a Second Language
II.A.7-15	Cultural Celebrations
II.A.7-16	UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program
II.A.7-17	Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality
II.A.7-18	Safe Zone Training Sessions
II.A.7-19	Hilo Veterans Center, a Veterans Resource, Education and Job Fair
II.A.7-20	Career, Job, and Internship Fair

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

A limited number of programs and departments use department-wide examinations. Both the Registered and Practical Nursing programs administer the Assessment Technologies Institute (ATI) standardized exams in most of their courses, usually in the 14th week of the semester. ATI models the exam after the nursing boards exam (NCLEX). These standardized exams reduce bias and enhance reliability. Faculty are also able to compare their results with other nursing programs, as ATI has benchmark scores.

Neither nursing program uses non-standardized department-wide exams.

For the Prior Learning Assessment Program, the College follows UHCC Policy, UHCCP 5.302 ([II.A.7-16](#)) and relies on valid National Equivalency Exams including the following:

1. Advanced Placement Examination Program – Series of exams developed by the College Board for high school students to earn college credit while in high school.
2. College Level Examination Program (CLEP) – Series of standardized subject exams developed by the College Board to assess college level learning for college credit.
3. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests – Standardized subject exams developed to assess college level knowledge for college credit originally limited to members of the armed forces but now available to civilians.
4. Excelsior College Examination (UExcel) Program – Standardized exams formerly named Regents College Exams or American College Testing (ACT) Proficiency Examination Program (PEP).

One example of how standardized exams are assessed for validity and reliability is in the case of CLEP. CLEP exams are assessed and reviewed by the American Council of Education (ACE) to ensure the CLEP procedures, controls, policies, and exam contents all meet the ACE's standards ([II.A.8-1](#)).

Analysis and Evaluation

The limited number of programs that use department-wide exams rely on standardized tests that are carefully vetted for their validity and reliability.

LIST OF EVIDENCE

[II.A.7-16](#) UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program

[II.A.8-1](#) American Council of Education

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to- credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Hawai'i CC awards credits, degrees, and certificates based on student attainment of learning outcomes. Students receive grades, which reflect their mastery of course learning outcomes that are aligned to program learning outcomes. Passing grades earn course credit applicable towards stated program requirements. Program requirements for course credits, degrees, and certificates are aligned with federal and UHCC guidelines.

The College awards credits in alignment with the Federal Regulation 34 CFR parts 600-603:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
3. Additionally, UHCC Policy, UHCCP 5.228 Credit Hour ([II.A.5-1](#)) indicates that academic credit is awarded using the following formulas for one 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 (see College catalog p. 23 ([II.A.9-1](#))). Vocational education classes require one hour per week of lecture plus three hours per week work experience. Distance education classes are subject to the same credit hour policies as face-to-face classes.

The graduation requirements for associate degrees are stated in UHCC Policy, UHCCP 5.203, and include completion of at least 60 credits for associate degrees ([II.A.6-1](#)). Hawai'i CC requirements for associate degrees are found in the College catalog ([II.A.9-2](#)). To qualify for degree conferral, students must attain a minimum 2.0 cumulative GPA and complete all stated program requirements. UH Executive Policy, EP 5.209 University of Hawai'i Student Transfer and Campus Interarticulation and Board of Regents Policy, RP 5.214 Student and Credit

Transfer within the University ([II.A.9-3](#)) ensure the smooth transfer of credits across the system through a maximum degree of coordination and cooperation among campus instructional units.

Credits earned for prior learning are determined by UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program ([II.A.7-16](#)) explained in the College's catalog (2016 pp. 31-32 ([II.A.9-4](#))) and require careful review of evidence of student learning outcomes demonstrated through Advanced Placement exams, College Level Placement exams (CLEP), Credit By Institutional Exams (CBIE), previous non-English study, education received in the military, and portfolio-based assessments.

Faculty members engage in rigorous processes when creating, reviewing, and evaluating courses and developing learning outcomes. The College's curriculum review process ensures appropriate achievement levels for credits earned, while its assessment process identifies the effectiveness of students' attainment of learning outcomes. The College engages in a five-year review cycle for all courses to ensure currency and accuracy (see Standards II.A.1-3).

Analysis and Evaluation

The awarding of course credit, degrees, and certificates is based on student attainment of learning outcomes that are in line with federal and UHCC policies. The systematic and cyclical review of all courses and their learning outcomes ensures student achievement in keeping with the norms of higher education.

LIST OF EVIDENCE

- [II.A.5-1](#) UHCC Policy, UHCCP 5.228 Credit Hour
- [II.A.9-1](#) College catalog p. 23 – Credits
- [II.A.6-1](#) UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
- [II.A.9-2](#) Curricula and Programs
- [II.A.9-3](#) Board of Regents Policy, RP 5.214 Student and Credit Transfer within the University
- [II.A.7-16](#) UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program
- [II.A.9-4](#) College catalog pp. 31-32

II.A.10 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. (ER 10)

Evidence of Meeting the Standard

The College publishes a full list of memorandum of agreement (MOA) and program articulation agreements that allow its students to receive credit at other institutions within the UH System ([II.A.10-1](#)). Specific program articulations exist for Culinary Arts, between Hawai'i CC, Kap'iolani CC, Kaua'i CC, Leeward CC, and UH Maui College (Feb. 2012) ([II.A.10-2](#)), and for Nursing (BSN), between UH Hilo, Hawai'i CC, Kapi'olani CC, Kaua'i CC, and UH Maui College (Oct. 2010) ([II.A.10-3](#)). In support of the Academy of Creative Media at UH West

O‘ahu, there is a systemwide MOA ([II.A.10-4](#)) and a recommended Academic Pathway ([II.A.10-5](#)) for Hawai‘i CC students.

UH Executive Policy, EP 5.209 University of Hawai‘i Student Transfer and Campus Interarticulation ([II.A.4-1](#)) and Board of Regents Policy, RP 5.214 Student and Credit Transfer within the University ([II.A.9-3](#)) explain procedures for transfer of students and credits across the system. Regents policies, executive policies and administrative procedures shall be reviewed every three years--See UH Executive Policy, EP 2.201-III.C ([II.A.10-6](#)). Hawai‘i CC Policy, HAW 7.208 Transfer Credit Evaluation Policy ([II.A.10-7](#)) and Hawai‘i CC Policy, HAW 7.209 Transferring Credits from External Institutions ([II.A.10-8](#)) define the processes for transfer of credits to Hawai‘i CC from other UH institutions and non-UH institutions. A May 2010 MOA ([II.A.10-9](#)) describes the transfer of general education core courses across the UH System.

When students who are pursuing a bachelor’s degree earn university credits for coursework also required for an associate in arts degree, reverse transfer of credit is available ([II.A.10-10](#)). Per UHCC Policy, UHCCP 5.206 Reverse Transfer, academic credits for coursework completed at a four-year university can be transferred back to the College to satisfy associate degree completion ([II.A.10-11](#)).

As described in the College catalog page 9, the Degree Pathways Partnership with UH Hilo facilitates the completion of baccalaureate degrees at UH Hilo by students who begin their post-secondary education at Hawai‘i CC ([II.A.10-12](#)). Likewise, the College has a memorandum of understanding (MOU) with UH Hilo’s College of Business and Economics and a transfer agreement allowing Hawai‘i CC graduates who transfer into UH Hilo with an associate in science degree in Natural Science (ASNS) to receive automatic admission as juniors.

Other specific transfer pathways have been formalized for specific programs whose students need classes offered by other institutions. Examples include the College’s Administration of Justice MOU ([II.A.10-13](#)), Early Childhood Education’s articulation agreements with Chaminade University in Honolulu ([II.A.10-14](#)), and the bachelor of arts in Social Sciences degree with a concentration in Early Childhood Education at UH West O‘ahu ([II.A.10-15](#)).

The transparent sharing of course outlines of record with clearly indicated student learning outcomes through the systemwide Kualī Student Curriculum Management (KSCM) database and UH System Course Transfer Database ([II.A.10-16](#)) assists College faculty and staff with the process of evaluating whether potential transfer courses align with and are comparable to its own courses. For non-UH System transferred courses, if the student has passed a course for which the department has approved course content equivalency, the learning outcomes have been met.

Students are informed of policies and processes regarding transferring from within the UH System ([II.A.10-17](#)) and from outside the UH System ([II.A.10-18](#)) in the College catalog (on pp. 20 and 39) as well as on the College website. The systemwide Course Transfer Database website contains a searchable database of course equivalencies/evaluations for UH campuses, as well as other colleges and universities ([II.A.10-16](#)). The evaluation of courses on this site is a guide, and transferability of any given course is not guaranteed until an official transfer credit evaluation is completed.

An additional guide is provided by STAR's "What if Journey," a tool which allows students to explore how their existing coursework would articulate into different degrees or certificates if they were to transfer to other UH campuses. If students decide to change campus and degrees officially, they then pursue a transcript evaluation.

Analysis and Evaluation

Across the UH and UHCC System, numerous multi-campus agreements and program articulation policies facilitate the mobility of students from one campus to another without penalty. Hawai'i CC students are informed of transfer procedures and articulation agreements between institutions via the College catalog and website, as well as through advising.

LIST OF EVIDENCE

<u>II.A.10-1</u>	Course Articulation Agreement
<u>II.A.10-2</u>	Culinary Arts Articulation Agreement
<u>II.A.10-3</u>	Nursing Articulation Agreement
<u>II.A.10-4</u>	Creative Media Articulation Agreement
<u>II.A.10-5</u>	Creative Media Academic Pathway
<u>II.A.4-1</u>	UH Executive Policy, EP 5.209 University of Hawaii System Student Transfer and Inter-Campus Articulation
<u>II.A.9-3</u>	Board of Regents Policy, RP 5.214 Student and Credit Transfer within the University
<u>II.A.10-6</u>	UH Executive Policy, EP 2.201 Systemwide Policies and Procedures section- III.C
<u>II.A.10-7</u>	Hawai'i CC Policy, HAW 7.208 Transfer Credit Evaluation Policy
<u>II.A.10-8</u>	Hawai'i CC Policy, HAW 7.209 Transferring Credits from External Institutions
<u>II.A.10-9</u>	Memorandum of Agreement
<u>II.A.10-10</u>	Reverse Transfer
<u>II.A.10-11</u>	UHCC Policy, UHCCP 5.206 Reverse Transfer
<u>II.A.10-12</u>	Degree Pathway Partnership Program
<u>II.A.10-13</u>	Administration of Justice MOU
<u>II.A.10-14</u>	Articulation Agreement with Chaminade
<u>II.A.10-15</u>	Early Childhood Education
<u>II.A.10-16</u>	UH System Course Transfer Database
<u>II.A.10-17</u>	Transfer inside the UH System
<u>II.A.10-18</u>	Transfer outside the UH System

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. (ER 11)

Evidence of Meeting the Standard

The College's General Education Learning Outcomes (GELOs) embody the hallmarks of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

General Education Learning Outcomes

- 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 Competency – 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 environment.
- Cultural Diversity – Articulate and demonstrate an awareness and sensitivity to cultural diversity.
- Ethics – Behave in an informed and principled manner.

Course learning outcomes (CLOs) and program learning outcomes (PLOs) align with the College's GELOs to reflect these competencies, in addition to any other program-specific learning outcomes.

CLOs in specific courses have been aligned to GELOs; these courses have been designated by the General Education Committee (GEC) as meeting general education requirements ([II.A.11-1](#)). In addition, as appropriate, PLOs have been aligned to, or are in the process of being aligned to, the GELOs ([II.A.11-2](#)). These aligned outcomes are evaluated through course assessments that are summarized in annual program reviews (see Standards II.A.1-3). Through program review, the alignment between the CLOs and the PLOs is evident. In the KSCM database, which houses the most recently approved course outlines, each course outline includes a statement of CLO to PLO alignments. The College's annual assessment process (see Standards II.A.1-3) validates the attainment of CLOs which align to PLOs and ultimately to GELOs. Importantly, the process drives program improvement by fostering discussion among faculty about student learning outcomes data and ways to improve instruction and assessment to support student learning.

Analysis and Evaluation

All of the College's programs include General Education Learning Outcomes (GELOs) that address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, among other program-specific learning outcomes. CLOs and PLOs are aligned to GELOs, and course level assessments ensure that student learning outcomes achievement fulfills general education requirements.

LIST OF EVIDENCE

[II.A.11-1](#) GE Designated Courses

[II.A.11-2](#) PLOs and GLOs

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degree programs incorporate general education (GE) based on the UHCC Policy, UHCCP 5.200 General Education in All Degree Programs, which mirrors the competencies listed in this Standard ([II.A.12-1](#)). The College's general education philosophy is clearly outlined in its catalog ([II.A.12-2](#)) and on its website ([II.A.5-18](#)). This philosophy is the premise for the formation of the General Education Learning Outcomes (GELOs), which also provide clear guidelines for attainment of student success.

Each of the ten GELOs includes a set of benchmarks that were developed by the Academic Senate's ad hoc General Education Committee (GEC) based on a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields ([II.A.5-19](#)). The GELOs guide the process of proposing courses for GE designation ([II.A.12-3](#)) as well as GEC's process of review. The GELOs are further aligned to the College's ILOs.

Associate in Arts (AA) degree

The GE course designation process for the associate in arts (AA) degree is clearly defined ([II.A.5-20](#)) and involves regularly scheduled course review by the GEC ([II.A.12-4](#)), comprised of representative faculty from various disciplines and departments. The committee is tasked with determining whether courses are consistent with levels of quality and rigor appropriate to higher education. (See rubric requesting examples of "rigorous assignments/activities" ([II.A.12-5](#))).

The GE course designation form ([II.A.12-6](#)) and rubric ([II.A.12-5](#)) require evidence of how specific assignments or activities support all of the benchmarks in the designated primary GELO, how the course meets one of benchmarks for the critical thinking GELO, and how, if applicable, a course meets one of the benchmarks for an optional secondary designation. All proposed GE courses, regardless of the mode of delivery, undergo this review; distance education courses are eligible for GE designation in order to meet the demands of the College's diverse student population in various locations across the island.

A current list of GE designated courses (including both 100- and 200-level courses) is published and maintained on the College website ([II.A.5-18](#)). The GE designated courses for the area requirements (Humanities, Natural Science, and Social Sciences) are published in the College

catalog's AA degree listing (see catalog pp. 58-59 and 81). A May 2010 memorandum of agreement describes the transfer of GE core courses across the UH System and the process to verify the course's current articulation status between Hawai'i CC and each campus in the University of Hawai'i System.

Associate in Science (AS) degree

General education requirements for the AS degree include prescribed communications, mathematics, and thinking/reasoning courses, as well as 9 credits total of general education electives in three areas: Cultural, Natural, and Social Environments. Designated courses (listed in the catalog pp. 61-62) are approved via memo by relevant department chairs based on the criteria in the present GE benchmarks. In addition, courses receiving GE designation by the GEC also qualify as Environment electives.

In January 2017, the Academic Senate voted to adopt the University of Hawai'i at Mānoa's General Education Foundations and Diversification requirements ([II.A.12-7](#)) for the AA degrees ([II.A.12-8](#)), with AS degrees adoption following in January 2018 ([II.A.12-9](#)). The College's General Education Committee approved a designation process to comply with the new requirements. This change emphasizes the College's commitment to higher education quality and rigor, as the Foundations and Diversifications requirements are based on UH System criteria originated by UH Mānoa, and ensures quality general education that aligns seamlessly with other institutions within the UH and UHCC System that have adopted Foundations and Diversification requirements.

Associate in Applied Science (AAS) degree

In spring 2017, the Academic Senate approved a process for the AAS programs to align their PLOs to the GELOs ([II.A.12-10](#)). As stated in the College catalog page 60, components of general education (GE) included within the AAS degree must be consistent with levels of quality and rigor appropriate to higher education. In addition to required communications and mathematics or thinking/reasoning courses, the AAS requires 9 credits total of general education electives in three areas: Cultural, Natural, and Social Environments. Designated courses (listed in the catalog pp. 60-61) are approved via memo by relevant department chairs based on the criteria in the present GE benchmarks. In addition, courses receiving GE designation by the General Education Committee also qualify as AAS Environment Electives ([II.A.12-11](#)).

The student learning outcomes of all GE courses, including all in-person and distance education sections, are reviewed as part of the College's regular course assessment process and program review. CLOs are aligned to PLOs in these assessments and reviews, which ensures that programs facilitate continuous student success in fulfilling the GELOs.

Analysis and Evaluation

Through College-wide dialog over the past six years, faculty have implemented a carefully considered general education philosophy, developed GE outcomes, and created and instituted a process that determines the appropriateness of each course in the GE curriculum. A GE component exists in all degree programs.

LIST OF EVIDENCE

II.A.12-1	UHCCP 5.200 General Education in All Degree Programs
II.A.12-2	General Education Philosophy
II.A.5-18	General Education website
II.A.5-19	General Education Learning Outcomes and Benchmarks
II.A.12-3	GE Designation form
II.A.5-20	GE Course Designation Process
II.A.12-4	General Education Committee
II.A.12-5	GE Course Designation Proposal
II.A.12-6	GE Course Designation form website
II.A.5-18	General Education website
II.A.12-7	UH General Education
II.A.12-8	Academic Senate Meeting Minutes January 27, 2017
II.A.12-9	Academic Senate Meeting Minutes January 26, 2018
II.A.12-10	Academic Senate Meeting Minutes March 18, 2016
II.A.12-11	Academic Senate Recommendation

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College offers focused study in all degree programs ([II.A.13-1](#)), giving students an opportunity to work through at least one area of inquiry or an established interdisciplinary core. Per UHCC Policy, UHCCP 5.203 Program Credentials Degrees and Certificates ([II.A.6-1](#)) and as described in the College catalog ([II.A.9-2](#)), students focus their studies when pursuing a certificate of competence, certificate of achievement, an associate in applied science degree, an associate in science degree, an academic subject certificate, or an associate in arts degree.

Through the course approval process, course assessment cycle, and program review (see Standards II.A.1-3), the College ensures that student learning outcomes, competencies, and levels of mastery of key theories and practices within each field of study are appropriate to each level of achievement.

Analysis and Evaluation

In all degree programs, students encounter focused study in at least one area of inquiry or in an established interdisciplinary core. Student learning outcomes are central both to determining specialized courses and to promoting mastery of key, fundamental aspects of each field of study at each degree level.

LIST OF EVIDENCE

II.A.13-1	Program of Study
II.A.6-1	UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.9-2	Curricula and Programs

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates from Hawai‘i CC’s Career and Technical Education (CTE) programs demonstrate competencies that meet employment standards and represent preparation for licensure or certification.

For the CTE programs, one of the most effective formal means of maintaining currency with employment standards is provided by the Program Advisory Councils (PACs) (described in Standard II.A.1), which advise their respective programs of training needs and new developments in the field ([II.A.9-2](#)). The PACs are appointed by the chancellor to advise the faculty, division chair, and VCAA on curricula, new trends in the industry, and employment outlooks for both the state and Hawai‘i Island.

An example of a certificate program reflecting industry standards and preparation for employment is the Architectural, Engineering, and CAD Technologies program ([II.A.14-1](#)). This program prepares students for employment with architectural firms, contractors, engineers, surveyors, or government agencies. Job responsibilities range from making accurate working drawings of buildings to assisting a surveying crew ([II.A.14-2](#)).

Likewise, the Business Technology program (BTEC) prepares students for employment in positions such as administrative assistants, receptionists, clerks, or secretaries ([II.A.14-3](#)). Students learn critical office skills, along with communication, organizational proficiencies, accounting, and business math to enhance employment and promotion possibilities. BTEC has a long-standing cooperative education partnership with Hawai‘i County, which offers 12-15 paid cooperative education student office positions every year ([II.A.14-4](#)). The students receive credit, work experience, income, and encouragement to seek permanent positions with the county.

As another example, the College’s Office of EDvance has also offered a Process Technology and General Maintenance Certificate Program (PTGM) stemming from a partnership with local industry and commercial entities to provide the required training and hands-on experience they are seeking for entry level positions for their building maintenance and process technology departments ([II.A.14-5](#)). A local geothermal company has provided a tuition reimbursement for students who successfully complete the program.

In addition, CTE students have the opportunity to participate in valuable internships. Examples include fieldwork internships offered to students in the Tropical Forest Ecosystem and Agroforestry Management (TEAM) program ([II.A.14-6](#)) and the eight-week Akamai Internship Program, established in 2003, which provides real-world experience that can help students see the practical applications for their classroom learning ([II.A.14-7](#)). The Akamai Workforce Initiative is devoted to building Hawai‘i’s scientific and technical workforce, a goal that Hawai‘i CC shares. Akamai interns have a strong track record of persisting in STEM programs and finding jobs in STEM fields after graduating. The College’s career and job development counselor also assists students by talking to employers and posting and advertising internships.

As discussed in Standard II.A.5, a number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Culinary Arts programs at Pālanui and Hilo have separate accreditation through the American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC) (catalog pp. 7 and 70). The AS degree in Nursing program, leading to a career in registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN) ([II.A.14-8](#)), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC) and approved by the Hawai‘i State Board of Nursing ([II.A.14-9](#)).

In addition, the 20-hour Certificate of Competence in Substance Abuse Counseling ensures synthesis of learning and sequencing by preparing students to satisfy the addiction studies educational requirements for the Hawai‘i State Department of Health Alcohol and Drug Abuse Division’s (ADAD) Certified Substance Abuse Counselor (CSAC) and/or Certified Drug Prevention Specialist (CDPS) positions ([II.A.5-14](#)).

As described in Standards II.A.1-3, all CTE courses, certificates, and degrees undergo systematic curriculum review, annual and comprehensive program review, and course assessment. Furthermore, using faculty’s knowledge of graduate job placement, CTE programs analyze and provide context for the system-provided ARPD employment opportunities data. This ensures the quality of the College’s CTE experience for students and the alignment of student learning outcomes to technical and professional workforce development competencies.

Analysis and Evaluation

The CTE faculty and administration of the College collaborate closely with industry leaders and employers in the community to ensure that graduates earning certificates and degrees demonstrate workplace competencies and preparation for licensure and certification in their various fields. The College systematically reviews its CTE certificate and degree programs with the input of community- and industry-based advisory councils to promote standards that align with the changing needs of employers and industries seeking trained personnel in Hawai‘i.

LIST OF EVIDENCE

II.A.9-2	Curricula and Programs
II.A.14-1	Architectural, Engineering and CAD
II.A.14-2	Architectural, Engineering and CAD - CLO
II.A.14-3	Business Technology Program
II.A.14-4	County of Hawai‘i Cooperative Ed
II.A.14-5	Process Technology and General Maintenance Program
II.A.14-6	Tropical Forest Ecosystem and AgroForestry Management
II.A.14-7	Electronic Technology
II.A.14-8	Nursing and Allied Health
II.A.14-9	The Nursing Program
II.A.5-14	Substance Abuse Counseling

II.A.15 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.

Evidence of Meeting the Standard

Throughout the UH System, there is a commitment to transparency about program changes and program elimination. The College adheres to Board of Regents Policy, RP 5.201 Instructional Programs ([II.A.5-4](#)), regarding Termination of Programs: “Commitments to students already officially enrolled in such programs [those deemed out-of-date and due to be eliminated] shall be met and limited for up to two years for associate degrees at community college programs and four years for baccalaureate degrees. No new program admissions shall take place.” The College’s Student Services counselors and faculty advisors work closely with students in such programs to support them in completing their courses of study in a timely manner. Any students in a program due to be temporarily stopped out or eliminated are contacted and assisted to try to enable them to complete the program within the standard program timeline.

In its statements about graduation and program requirements, the College also addresses unique circumstances in which students might encounter eliminated programs or significant changes to a program. In its annual catalog, the College makes it clear that students’ graduation requirements can be affected depending on the selected catalog year (Hawai‘i CC Policy, HAW 5.702 Graduation Requirements ([II.A.15-1](#)); catalog p. 33 ([II.A.15-2](#))) and that credits earned more than ten years before graduation in courses which have materially changed in content or standards may not be applied toward the certificate or associate degree. However, such credits can be reviewed for acceptability by the VCAA Affairs and the appropriate division chair (Hawai‘i CC Policy, HAW 5.650 Time Limits on Credits Earned ([II.A.15-3](#)); catalog p. 34 ([II.A.15-4](#))).

A new and positive development in the area of clarifying students’ academic pathways is the systemwide use of STAR GPS for registration and academic advising ([II.A.15-5](#)). With the new STAR technology, there are more opportunities for students and their advisors to consider previous program requirements in alignment with revised, current requirements and to recognize and plan for any possible disruptions on the pathway to graduation. For example, STAR easily enables students to compare different catalog year requirements and program changes using the “What If Journey” tool. This tool is a powerful way for students, counselors, and faculty to see where students can make strategic choices to facilitate their fulfillment of program requirements.

Analysis and Evaluation

Through its policies and advising practices, the College attempts to provide appropriate alternatives for students whose programs are eliminated or changed significantly. Use of STAR technology advances these efforts by empowering students and advisors to explore multiple graduation pathways.

LIST OF EVIDENCE

- [II.A.5-4](#) Board of Regents Policy, RP 5.201 Instructional Programs
- [II.A.15-1](#) Hawai‘i CC Policy, HAW 5.702 Graduation Requirements

- [II.A.15-2](#) Graduation Requirement
- [II.A.15-3](#) Hawai'i CC Policy, HAW 5.650 Time Limit on Credits Earned
- [II.A.15-4](#) Graduation Information
- [II.A.15-5](#) STAR Guided Pathways to Graduation

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Evidence of Meeting the Standard

All Hawai'i CC courses, in all delivery modes and locations, undergo evaluation aimed at upholding the learning outcomes to support student achievement. The College abides by UHCC Policy, UHCCP 5.203 (III E) ([II.A.13-2](#)), which states the standards for all degrees and certificates awarded in the UHCC System: the policy aims “to assure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials.”

Collegiate and pre-collegiate credit courses undergo systematic course review, and assessments are included in annual and comprehensive program reviews (see Standard II.A.2) ([II.A.16-1](#)). These reviews examine student learning outcomes at the course level and drive instructional and program improvements.

Students completing career technical education and occupational certificates “must demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification” ([II.A.5-2](#)). PACs ([II.A.16-2](#)) assist the College faculty in maintaining the currency of its CTE programs (see Standard II.A.14). Likewise, the Nursing and Culinary programs maintain current, high-quality practices in keeping with their accrediting bodies and standardized exams (see Standard II.A.5).

All classes/courses delivered via distance delivery mode are included in the Course Review Policy and Procedure ([II.A.16-3](#)) and in all other institutional assessment and review processes (see Standard II.A.2). In addition, Hawai'i CC's ITSO provides support to faculty teaching distance education classes, including a detailed rubric ([II.A.16-4](#)) for evaluating the design and build of online classes. The Distance Education Committee of the Academic Senate is designing a new draft tool for use in peer evaluation of online courses ([II.A.5-11](#)).

Hawai'i CC's non-credit pre-collegiate continuing and community education courses are delivered through its Office of EDvance. EDvance completes annual ([II.A.2-14](#)) and comprehensive unit reviews ([II.A.16-5](#)), and engages in assessment activities to evaluate unit outcomes. These reviews include EDvance's Intensive English Program ([II.A.16-6](#)), Apprenticeship Program ([II.A.2-15](#)), and non-credit and workforce development courses program ([II.A.2-14](#)).

EDvance also improves quality and currency of its programs through its membership in the world's largest association in continuing education and lifelong learning, Learning Resources Network (LERN) ([II.A.16-7](#)). Staff attend training (including certifications) and receive updates in the field through LERN in order to stay abreast of national and international trends. EDvance follows prescribed best practices and strives to achieve relevant benchmarks set by LERN.

Analysis and Evaluation

All Hawai'i CC instructional programs undergo scheduled, systematic review and assessment in keeping with the College's commitment to continuous improvement. Student learning outcomes and student achievement guide evaluation and improvement of each program and course. Additional efforts to maintain currency and relevance of programs include professional development opportunities and local industry collaborations.

LIST OF EVIDENCE

II.A.13-2	UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.16-1	Sample of Course Assessment Schedule
II.A.5-2	UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.16-2	Hawai'i CC Policy, HAW 3.302 Program Advisory Councils
II.A.16-3	Hawai'i CC Policy, HAW 5.250 Course Review Policy and Procedure
II.A.16-4	Rubric for Evaluation
II.A.5-11	Peer Review for Online Course Teaching
II.A.2-14	OCET Unit Annual Review Report
II.A.16-5	OCET Program Review Schedule
II.A.16-6	IEP Comprehensive Program Review
II.A.2-15	Apprenticeship Program Annual Review
II.A.16-7	Learning Resource Network

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the Program/Unit Review Process	II.A.2, II.A.16	(Related to QFE Project #1)		
College-wide guidelines and general expectations for course syllabi were created	II.A.3	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the website fall 2017	Increased consistency in course syllabi content across departments

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review of Liberal Arts course sequencing and prerequisites	II.A.5	Liberal Arts Dean and Department Chairs	Started fall 2017; ongoing	<p>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses</p> <p>Ensure that prerequisites for 200-level courses are appropriate and consistent</p>
Gather, analyze and provide data to the College on a regular basis (post in Fact Book)	II.A.7	Institutional Researcher	Planned for fall 2018 (after Institutional Researcher position filled)	Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups
General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)	II.A.11	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	<p>Completed spring 2018:</p> <p>GELO to PLO alignments approved by Vice Chancellor for Academic Affairs</p> <p>GELO to ILO alignments approved by Academic Senate</p>	Clear and documented alignment of College outcomes

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees	II.A.12	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	<p>Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017)</p> <p>Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)</p>	Improve GE alignment to UH System

II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Hawai'i CC provides a variety of library and learning support services for both distance education (DE) and on-campus student needs. A descriptive summary of each library and learning support service is listed below.

Mookini Library

The Mookini Library at the University of Hawai'i at Hilo is a shared service with Hawai'i Community College ([II.B.1-1](#)). Though UH Hilo maintains the Mookini Library, Hawai'i CC students are able to access most of the materials and services provided by the library. Hawai'i CC students have a separate login page to connect them with extensive online research databases available to Hawai'i CC students.

The library provides substantial academic resources to UH Hilo and Hawai'i CC students, faculty, and students. Collections include online/electronic books, periodicals and databases, and over 228,000 book volumes ([II.B.1-2](#)). The library also offers study rooms, media production, computers, scanners, and paid access printers.

The College ensures that students, faculty, and staff users are provided clear instruction regarding the use of library materials. Instructions are found on the library website and are also part of Library Skills curriculum available to faculty teaching DE classes. Faculty and staff users are also provided library training upon request. For short questions, students, faculty, and staff may ask the Information Desk for help, and for longer, more in-depth research questions, there is the Book-a-Librarian service ([II.B.1-3](#)) to make appointments.

While DE students have access to in-person resources and can call the library or submit questions using the Ask-a-Librarian service ([II.B.1-4](#)) as needed, a DE librarian is also available specifically for DE needs (see *DE-Specific Tutoring and Learning Support* below) ([II.B.1-5](#)). The library is open 77.5 hours per week during the academic year (fall 2017).

English Program / Course Support

The library provides support to a majority of the College's English courses through the library instruction program ([II.B.1-6](#)). This collaboration between the library and instructors increases student engagement by tailoring sessions to coursework and assignments. Sessions can include the following: a tour of the library, introduction to finding books and articles, introduction to Hawaiian resources, introduction to databases and source evaluation, and assistance with topic

development and search strategies for class research projects. The primary focus is on helping students to develop the information literacy skills and knowledge base needed to find and effectively utilize the sources and resources required for college research.

OneThemeOneCollege (OTOC)

Another example of Mookini Library support is the OTOC program ([II.B.1-7](#)). OTOC is a campus-wide collaboration between the library and participating instructors designed to support and promote student engagement and learning. In 2014, in collaboration with instructors, the designated Hawai'i CC librarian at Mookini Library designed a research guide for students with information on sources for the topic *wai* (water). The librarian also initiated the purchase of books addressing various water topics to add to the collection, and promoted the additions in a book display, reinforcing the OTOC theme.

The Learning Center

The Learning Center (TLC) is located on the UH Hilo campus, on the first floor of Mookini Library ([II.B.1-8](#)). TLC is an academic support program of Hawai'i CC, serving primarily Hawai'i CC students, along with UH Hilo students. Staffing for TLC includes a full-time site coordinator, office assistant, educational specialist, and part-time student staff. In addition, faculty from the English and math departments are assigned as area coordinators for reading (until spring 2016), writing, math, and ESL to provide a direct connection between instruction and specific area training and tutoring.

TLC provides a variety of academic support:

- Math, reading, writing, ESL, and content tutoring services, walk-in and by appointment
- In-class tutoring for specific courses per faculty request ([II.B.1-9](#))
- Tutors for the Hale Kea Advancement and Testing Center and the STEM Center on the Manono campus
- Instructional materials, including study skills and reference materials
- Multimedia classroom
- Access to a computer lab
- Make-up testing
- English and math practice for students seeking to prepare for upcoming courses and/or to improve placement test scores. TLC uses EdReady Math and NROC English online programs.
- Facilitation of the "Brainfuse" online tutoring program to support DE instruction, after hours services, and students who do not have access to the campus tutoring centers.

Hale Kea Advancement and Testing Center

The Hale Kea Advancement and Testing Center (HKATC) is located on the Manono campus ([II.B.1-10](#)). The Center provides academic resources that include a computer lab for student use, tutoring, placement testing, DE testing, make-up testing, special testing services for students with disabilities, printer access, and an electronic classroom. Additionally, HKATC staff can assist computer lab users in navigating technology or understanding assignments. Staffing includes a full-time site manager, educational specialist, and part-time student staff.

STEM Center (Science, Technology, Engineering and Math Center)

The STEM Center is located on the Manono campus ([II.B.1-11](#)). The Center provides a student lab with whiteboards, desks and study areas, peer tutoring in science and math, computer access, technology-equipped classrooms for science and math courses, and science and math faculty offices. Additionally, the Center is utilized by the EDvance for weekend and evening courses and trainings.

Pāalamanui Library and Learning Center (LLC)

The Pāalamanui LLC provides learning resources and services to the students, faculty, and staff at the Pāalamanui campus ([II.B.1-12](#)). Resources include computer workstations, printing, scanners, copiers, and 2,500 books and DVDs. Through partnership and collaboration with UH Hilo, students, faculty, and staff at Pāalamanui also have access to online and electronic resources and services provided through the Mookini Library.

The Pāalamanui LLC also offers placement testing, test proctoring, library instruction, and tutoring for students. Test proctoring is available for on-site and distance courses, though services are limited to UH System students due to limited staffing resources. Library instruction is offered via in-class presentations and by individual appointment as needed. Online library instruction is also available through the College's online learning management system (*Laulima*). General help is provided regarding navigating the various online systems used by the College, including MyUH, UH email, STAR, and *Laulima*. In-person tutoring is offered for math and English. For distance tutoring, and tutoring for other subject areas, students are referred to the online Brainfuse or Online Learning Academy (OLA) learning services.

DE-Specific Tutoring and Learning Support

The College's commitment to serving DE students equitably is defined in Hawai'i CC Policy, HAW 5.200 regarding services for DE students ([II.B.1-13](#)). The College provides several online services for tutoring and individual support that are available for both DE and non-DE students ([II.B.1-14](#)).

- Brainfuse, contracted by the College, is an online tutoring system with live tutoring sessions ([II.B.1-15](#)). For the subjects of math, reading, and writing, live tutoring is accessible 24 hours per day and 7 days per week. Brainfuse offers tutoring in other subjects during specific, listed hours.
- Online Learning Academy (OLA) Tutoring is a free service provided by UH Mānoa that is available and utilized by Hawai'i CC students ([II.B.1-16](#)). OLA provides tutoring in the following subjects: basic math, pre-algebra, algebra, geometry, trigonometry, calculus, biology, chemistry, physics, environmental science, writing, and language arts.
- EdReady is an online academic support tool contracted by the University of Hawai'i Community Colleges (UHCC) System, designed to help prepare students to raise their math placement scores ([II.B.1-17](#)). It offers an individualized study plan for each student and is accessible 24 hours per day and 7 days per week.
- NROC English is an online academic support tool contracted by the UHCC System, designed to help improve students' reading and writing skills ([II.B.1-18](#)). The integrated reading and writing program is individualized through units of study, each with a pre- and post-assessment. Students advance through units with the support of an instructor or educational specialist.

Library instruction is provided for DE students through *Laulima* and via the distance learning link of the Mookini Library homepage ([II.B.1-5](#)). Some of the resources accessible for DE learning include online books, journal and newspaper articles, interlibrary loan service, streaming academic videos, general and subject-specific research guides, online library skills assignments, and course reserves provided by specific instructors. The library provides library skills assignments through *Laulima* ([II.B.1-19](#)). These skills assignments, while not specifically required by the College, are used in many 100-level English courses to meet the information literacy skills component of the course ([II.B.1-20](#)).

Individualized help from College librarians is also available for DE students and instructors. As described previously, Mookini provides the Ask-a-Librarian service ([II.B.1-4](#)) for short questions that a student can ask via a Google Form; for longer and more in-depth research questions, students can call the reference desk or schedule an appointment via the Book-a-Librarian service ([II.B.1-3](#)) on the library website. The website specifies that librarians will, at times, work evenings and weekends to provide quicker responses. In addition, the DE librarian sends a standard email to all new DE instructors, outlining resources available and requesting input regarding any materials needed for their courses ([II.B.1-21](#)). This outreach helps provide library instruction while also facilitating collaboration between instructors and librarians.

ProctorU

In 2015, the College entered into a contractual agreement with ProctorU, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable high speed internet connection ([II.B.1-22](#)). This service was contracted for the purpose of supporting DE students by providing an alternative to visiting one of the UH testing sites to take proctored exams. Students are required to pay for the service and fees vary based on length of the exam and how soon the student must take the exam. ProctorU also offers ongoing DE training for faculty and lectures through web-conference trainings.

Turnitin

Turnitin is an internationally recognized commercial service for plagiarism prevention used by 15,000 institutions and 30 million students ([II.B.1-23](#)). Hawai'i CC subscribes to this service on an annual basis to allow students and faculty to receive feedback on student use of outside sources. Turnitin allows for review of many types of assignments, including essays, research papers, lab reports, and presentation slides. Students are able to upload their work and self-check for potential plagiarism when using sourced material, thereby building their awareness of issues surrounding academic integrity and correct source integration.

Instructors are encouraged to use originality reports as a formative assessment and resource for teaching proper citation and discussing plagiarism with students in class or in individualized conferences. Turnitin also offers a useful platform for instructors to supply written comments, as well as voice messages, on students' work. For online instructors especially, this is an organized, productive, and interactive way of delivering timely feedback to students. In addition, Turnitin offers a peer review tool so students can comment on each other's work in a structured manner that the instructor can evaluate.

Hālaulani Transfer Center

As part of the Title III grant-funded Hālaulani Transfer Center (2011 to 2016), peer mentors provided 715 contacts, including workshops and other academic success activities ([II.B.1-24](#)).

Kulukuluua Project

The Kulukuluua Title III grant project (2009 to 2016) provided academic support services, including tutoring, for developmental education and the Hawai‘i Life Styles Program ([II.B.1-25](#)). The program supported 409 students in tutoring and counseling activities in 2016.

GEAR UP boot camps

From 2014 through 2016, the College utilized GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant funds to provide math and English boot camps, offered during school breaks, to help students place into higher level math and English courses ([II.B.1-26](#)). The majority of students who attended placed into a higher level class ([II.B.1-27](#)). These boot camps were provided to support the UH System’s “15 to Finish” Hawai‘i Graduation Initiative ([II.B.1-28](#)), decreasing students’ credit hours spent in developmental education courses. Students in the boot camp utilized EdReady and Khan Academy to participate in individualized study at their own pace and placement. GEAR UP also provided funding for math tutors. The tutors provided mini-lessons and monitored student progress as the students utilized online learning methods.

Student Success Coordinator

In June of 2017, the College hired a full-time faculty Student Success Coordinator to develop and coordinate academic and non-cognitive support for at-risk and underprepared students. The coordinator collaborates with math and English faculty, as well as with other academic and student support service units, to support underprepared students. This position was identified as a need by both instructional and support services to help facilitate UHCC System initiatives.

Hā‘awi Kōkua Lab

The Hā‘awi Kōkua Center provides assistance and support to help students with disabilities succeed academically, including special accommodations support, such as classroom notetakers, sign language interpreters, and specialized testing accommodations ([II.B.1-29](#)). The center includes a disability counselor, a manager for the Kōkua lab on the Manono campus, peer mentors for the lab, and student workers to assist as notetakers. The counselor arranges for academic accommodations appropriate to a student’s diagnosed disability for both face-to-face and DE classes, and also travels to Pālanui several times a month to be available to meet in-person with students at that campus. Other support for students with disabilities includes adaptive technology such as digital recorders, wheelchair adaptive chairs and desks, and computer screen enlargers. Through a partnership with the Counseling, Advising and Student Support Services Center, Hā‘awi Kōkua also offers academic workshops for students.

Programs use various approaches for assessment of the sufficiency, quality, currency, depth and variety of services provided by the library and the College’s learning support services (further described in Standard II.B.3). Common tools include surveys, student and faculty evaluations, Annual Report of Program Data (ARPD), usage statistics, individual program evaluations, and the national Community College Survey of Student Engagement (CCSSE). DE students are

surveyed annually to assess that their academic support needs are met. Results are reported and analyzed in annual and comprehensive unit reviews.

Analysis and Evaluation

Hawai‘i CC supports all students, both DE and in-person, by providing effective and varied library, tutoring, and learning support resources and services, including online alternatives for DE students and others who require off-campus access to resources.

LIST OF EVIDENCE

<u>II.B.1-1</u>	Mookini Library
<u>II.B.1-2</u>	About Library Collections
<u>II.B.1-3</u>	Book a Librarian
<u>II.B.1-4</u>	Ask a Librarian
<u>II.B.1-5</u>	Distance Learning
<u>II.B.1-6</u>	Library Instruction
<u>II.B.1-7</u>	One Theme One College
<u>II.B.1-8</u>	The Learning Center
<u>II.B.1-9</u>	In Class Tutoring
<u>II.B.1-10</u>	Hale Kea Advancement and Testing Center
<u>II.B.1-11</u>	The Stem Center
<u>II.B.1-12</u>	Pālanui LLC
<u>II.B.1-13</u>	Hawai‘i CC Policy, HAW 5.200 Distance Education
<u>II.B.1-14</u>	Services for DE Students
<u>II.B.1-15</u>	Brainfuse
<u>II.B.1-16</u>	Online Tutoring
<u>II.B.1-17</u>	EdReady
<u>II.B.1-18</u>	NROC English
<u>II.B.1-19</u>	Intro to Laulima
<u>II.B.1-20</u>	Library Research Skills English 102
<u>II.B.1-21</u>	Sample DE Welcome Email
<u>II.B.1-22</u>	ProctorU
<u>II.B.1-23</u>	Turnitin
<u>II.B.1-24</u>	Hālaulani Transfer Success Center
<u>II.B.1-25</u>	Kulukulua Project
<u>II.B.1-26</u>	Math Boot Camp 2017
<u>II.B.1-27</u>	Results and Evaluation of Math Refresher
<u>II.B.1-28</u>	15 to Finish
<u>II.B.1-29</u>	Hā‘awi Kōkua Program

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment, course reserves and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Mookini Library, Pālanui LLC, HKATC, Hā‘awi Kōkua Center, and TLC all utilize the annual and comprehensive review processes to identify needed resources and equipment. Each

unit uses feedback surveys/evaluations, ARPD, and quantitative data to determine if more resources are required for optimal learning support services to students.

Librarians, both at the Pāalamanui LLC and Mookini Library, collaborate with faculty to ensure that there are sufficient materials and resources to support the curriculum. Library collections are assessed through evaluations that communicate student, faculty, and staff satisfaction or dissatisfaction regarding resources. The libraries also review quantitative data, such as circulation numbers, journals accessed, and databases utilized, to determine whether materials and services should be added or discontinued. The librarians solicit feedback and suggestions for new resources as funds become available, and request feedback about continuing and canceling subscriptions. The designated Hawai‘i CC Mookini librarian and Pāalamanui LLC librarian both attend Academic Support meetings and are notified of new programs. All librarians (Distance Education, Mookini, and Pāalamanui) contact new instructors at the beginning of the semester to open communication regarding any resources or instruction they may require for their courses. This is also an opportunity to explain what types of resources are readily available to instructors and their classes.

For DE instruction in particular, many of the above procedures apply regarding the library’s support. The library has a proxy service that allows DE students to access online library resources by logging in with their UH username and password. Several DE instructors work with the DE librarian to create online tutorials and assignments that teach students how to access resources specific to their course needs. To address learning outcomes for DE students, some DE instructors have students complete online library research assignments ([II.B.1-20](#)). The DE librarian sends the results to the instructors.

Academic Support Unit (ASU)

ASU addresses the needs of instructional programs, as well as the needs of other units that provide learner support, to promote student learning in curricular and co-curricular endeavors ([II.B.2-1](#)). Offices within ASU that specifically support the maintenance of education equipment and materials include Computer Services, Technology Support, and Media Services.

Computer and Software Maintenance

Hawai‘i CC strives to make computers accessible and available for use by students, staff, and faculty. Below is a table listing the number of computers available on all sites and campuses.

	LAN (Wired) Devices		Wireless Devices			
	PCs	Apples	Surfaces	iPads	Laptops	Subtotal
Manono and UH Hilo	694	56	134	62	255	1201
Pāalamanui	50	3	16	10	9	80
Kona Hospital Annex	7	0	0	0	12	19
Ka‘ū Resource and Distance Learning Center	6	6	0	2	2	16

(KRDLC)						
Total						1306

Total # of computer labs available to students:

- UH Hilo and Manono campuses: 20
- Pālanuanui: 5
- Ka'ū Resource and Distance Learning Center in Pahala: 1

Total # of Hawai'i CC classrooms with technology available:

- Instructor-use computers w/ Elmo UH Hilo and Manono campuses: 56
- Instructor-use computers w/ Elmo Pālanuanui: 15
- Instructor-use computers w/ Elmo Kona Hospital Nursing portable: 1

Total: 72 Instructor-use computers

The Computer Services office services computers for Hawai'i CC with the exception of those computers that are shared with another site or campus and are designated as outside of the College's responsibility. One example is the Mookini Library, which is maintained by UH Hilo.

The College typically sets a budget for computer replacements in designated computer labs based on a four-year life cycle. Other computer replacements are requested through individual program and units via comprehensive reviews and are funded by the appropriate vice chancellor or dean. As Computer Services receives funding, replacements are prioritized by the oldest systems in use by faculty, lecturers, and staff. Over the past two years, Computer Services replaced all of the hard drives in the classroom instructors' systems with solid state drives and additional memory to support and sustain performance and enhanced response times.

Computer Services actively works to keep all computers up to date on software, and prior to July 2016 had completed operating system upgrades to approximately half of the computers maintained by the College. In addition to replacements and software updates, Computer Services performs an annual physical cleaning of computers in designated labs. This includes removing the computer CPUs, keyboards, and mice from the classrooms for cleaning. Software maintenance is largely automated; Computer Services pushes out updates to antivirus, plugins, Microsoft updates, Adobe updates, etc., as they become available across the campus networks. As there have been a greater number of laptops in use across the campuses, Computer Services also identifies concentrations of the needed updates to be performed manually. Typically, these updates occur twice per year.

For unscheduled computer needs, Computer Services serves the College through a convenient work request method. Faculty and staff in need of assistance access the online IT HelpDesk website to submit requests for service ([II.B.2-2](#)).

Media-Specific Maintenance

The College employs three full-time media specialists, two in Hilo and one at Pālanuanui. Additional part-time temporary media personnel are available at the Pālanuanui campus. Media Services provides and maintains media and media services to faculty, staff, and students. Media

services also helps maintain equipment by responding to trouble calls and resolving technical problems as rapidly as possible, to reduce down-time for instruction and school operation. Media Services replaces or repairs equipment as needed. Faculty and staff fill out Media Design and Production work request forms when they have equipment in need of attention.

Analysis and Evaluation

The College utilizes faculty and staff expertise, as well as student input and quantitative data, to select educational equipment and materials in support of student learning. Professionals at Computer Services and Media Services physically maintain the equipment and resources. The College's acquisition and maintenance of appropriate resources for all learners provides students with the tools they need to achieve their academic and career goals. Additionally, the selection of DE-focused equipment provides flexibility for learners across the island, which helps the College ensure equity of resources for all learners.

LIST OF EVIDENCE

[II.B.1-20](#) Library Research Skills English 102

[II.B.2-1](#) Academic Support

[II.B.2-2](#) IT Request for Services

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Mookini Library collects several sources of data to evaluate its services and resources, including the Common Student Survey ([II.B.3-1](#)), Mookini ARPD ([II.B.3-2](#)), a faculty survey administered once a year to faculty whose classes have participated in library instruction ([II.B.3-3](#)), and the "library skills assignments" used by some English classes ([II.B.1-20](#)). Follow-up surveys are deployed on an as-needed basis. Data collected from library surveys and assessments are used to determine whether the resources and support provided to Hawai'i CC and UH Hilo students and faculty are adequate.

Evaluation of collected data is used to drive improvement. As an example, in 2012, the Mookini Library conducted a student survey to further assess student suggestions for extended hours ([II.B.3-4](#)). Based on the results, the library extended its hours in the following years despite staffing cutbacks.

In general, ARPD data consistently report satisfaction with all Mookini Library and learning support services and resources (70-90 percent or higher). Assessment results are discussed in annual and comprehensive reviews as a means for creating action plans to address weaknesses and ensure continued satisfaction in areas identified as strengths. Quantitative data are also reviewed, such as circulation counts, reference questions answered, and number of presentations given.

TLC and HKATC evaluate their services and resources through student surveys and student achievement data. Unit outcomes for tutoring include the following:

- TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors.
- Students who receive tutoring will pass their tutored courses (systemwide SLO).

For TLC, data considered for assessment and evaluation include TLC- and tutoring-specific student evaluations ([II.B.3-5](#)), ASU Common Survey ([II.B.3-6](#)), TLC faculty user evaluations ([II.B.3-7](#)), ARPD data, and CCSSE survey results ([II.B.3-8](#)). Students who receive tutoring and other services at TLC are provided an evaluation in the 12th week of instruction in the fall semester. These data indicators are discussed in annual and comprehensive reviews ([II.B.3-9](#), [II.B.3-10](#)).

In fall 2016, 96 percent of the 103 respondents to the tutoring evaluation reported they rated TLC either “good” or “excellent.” Additionally, student pass rates for those courses in which students received tutoring are tracked and reported to evaluate services, as well as to measure student persistence and re-enrollment in comparison to students who did not utilize tutoring. Between 2012 and 2016, an average of 71.6 percent of students who utilized tutoring passed the course in which they were tutored.

Similarly, the HKATC assesses and evaluates services and resources through the annual and comprehensive review processes. Data sources include the HKATC evaluation (given to students who utilized their services) ([II.B.3-11](#)), HKATC faculty lab-use evaluation ([II.B.3-12](#)), ASU Common Survey ([II.B.3-6](#)), ARPD data, and CCSSE data. Between 2012 and 2015, 98-100 percent of survey respondents reported that they were satisfied with the testing services at HKATC ([II.B.3-10](#)). Additionally, the data system MySuccess (Starfish) was used to examine demand and number of students served. Like TLC, HKATC tracks and evaluates pass rates and student persistence rates for tutored courses.

An additional method for ensuring sufficient depth and quality of learning support services, utilized by both TLC and HKATC, is ongoing collaboration between the centers and assigned area coordinators, instructional faculty who serve as liaisons between instruction and learning support. Area coordinators work nine hours per week in TLC and are assigned to train tutors in their specific content areas, provide input and solicit feedback during department meetings, and suggest improvements in TLC/HKATC services.

The Pālanui Library and Learning Center (LLC) uses an annual survey to assess services. This survey is given to staff, faculty, and students, most recently in 2014 ([II.B.3-13](#)), 2016 ([II.B.3-14](#)), and 2017 ([II.B.3-15](#)). Since the campus was moving to its new facilities in 2015, a survey was not completed. Survey results are reviewed to consider adjustments in personnel, facilities, and resources.

DE students are given an annual survey that includes questions on library services, tutoring, and testing services ([II.B.3-16](#)), with results sent to Mookini Library’s Hawai‘i CC designated librarian and the DE librarian to be used for assessment and planning, and to TLC, HKATC, and the Pālanui LLC for consideration in unit reviews.

Distance tutoring, offered through three different services, is also evaluated on a regular basis to determine effectiveness. Brainfuse usage and user survey results ([II.B.3-17](#)) are tracked by the company for quality control purposes, to inform personnel changes, or to identify training needs. Brainfuse provides usage statistics broken down by month, day, and even hour of the day ([II.B.3-18](#)). Use of this service by Hawai'i CC students from August 2015 to July 2016 was approximately 750 hours ([II.B.3-19](#)). Ninety-two percent of UHCC Brainfuse users reported they found the service helpful and 95 percent would recommend it to other students. The Brainfuse monthly reports are shared with instructional departments. Any issues or questions are reported back to the UHCC System and are used to determine if the service will be continued when the contract expires. OLA Tutoring is tracked by UH Mānoa, and information regarding contact hours for Hawai'i CC students is provided by the OLA project director. Since the OLA tutoring program is provided free of charge, students make their own determination if they want to continue using the services. EdReady, which is also purchased through the UH System, uses campus-specific codes to track usage for each campus.

The Hālaulani Transfer Center assessed the quality of services in 2015 based on student surveys and evaluated demand based on the number of students who utilized peer mentoring services.

GEAR UP boot camps were evaluated using pre- and post-test placement scores ([II.B.3-20](#)). These scores were examined to determine if students achieved higher math placement on the post-tests. The 2014 summer session surveys reported 100 percent positive feedback, with 96 percent of students reporting that they would recommend the boot camp to friends and family. The successful results were used to solicit funds from the College when grant funds were not available. In 2015-16, GEAR UP grant funds were still sufficient to cover boot camp costs.

The Hā'awi Kōkua Center evaluates services based on a general satisfaction evaluation, counselor evaluations, ARPD data, and quantitative data regarding the usage of equipment or services, such as the number of students using digital recorders. Each semester, Hā'awi Kōkua staff send out an overall satisfaction evaluation regarding student satisfaction with each of the services offered ([II.B.3-21](#)).

Analysis and Evaluation

All library and learning support services are regularly evaluated, and these evaluations inform future budget requests as well as revisions to practices and services. Each service utilizes both quantitative and qualitative methods of assessment to evaluate services.

LIST OF EVIDENCE

II.B.3-1	Library Hours Survey
II.B.3-2	Mookini ARPD
II.B.3-3	Library Survey Results
II.B.1-20	Library Research Skills English 102
II.B.3-4	3 Year Review Report Summary
II.B.3-5	The Learning Center Evaluation
II.B.3-6	Academic Support Unit Satisfaction Survey
II.B.3-7	TLC Faculty user Evaluations
II.B.3-8	CCSSE Results
II.B.3-9	HKATC Annual Review
II.B.3-10	HKATC 3 Year Review Report

II.B.3-11	Testing Center Evaluation
II.B.3-12	Faculty Lab Use Evaluation
II.B.3-6	Academic Support Unit Satisfaction Survey
II.B.3-10	HKATC 3 Year Review Report
II.B.3-13	PAL Library and TLC User Survey 2014
II.B.3-14	WH Library and Learning Center Survey Results 2016
II.B.3-15	WH Library and Learning Center Survey Results 2017
II.B.3-16	2016 DE Survey Results
II.B.3-17	Brainfuse Statistics
II.B.3-18	Usage Report
II.B.3-19	Brainfuse Report
II.B.3-20	Summer Refresher 2014 Results
II.B.3-21	Hā‘awi Kōkua April 15, 2015

II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College collaborates and/or contracts with several library and other learning support services for its instructional programs by establishing agreements (1) with other UH campuses, (2) via the UHCC System, and (3) directly with external service providers. Services are formalized in a contract when there is a monetary agreement regarding the access of services; these contracts detail the responsibility for securing and maintaining student information in accordance with FERPA regulations, as well ensuring security, maintenance, and reliability. When services are funded by the UHCC System, formal agreements between individual campuses are not necessary.

Services used by the College, whether directly purchased or accessed through a UHCC System purchase, are thoroughly evaluated. The College reviews data usage reports and survey feedback to ensure students are satisfied with services.

The College relies on a collaboration with UH Hilo for library services. The Mookini Library, administered by UH Hilo, is the most prominent shared resource for library and learning support services for the College, the result of a long-standing partnership with UH Hilo. The Mookini Library is legislatively mandated to provide library services to the College. College services include support to the Pālanui Library and Learning Center. In 2006, the College signed a formal MOU with UH Hilo that has since expired ([II.B.4-1](#)). Currently, the College is billed according to library resource usage by Hawai‘i CC students ([II.B.4-2](#)). A new MOU is in the process of being negotiated.

The College has access to the Brainfuse live online learning service through a contract with the UHCC System ([II.B.4-3](#)). Brainfuse is made readily accessible through the College website

([II.B.1-15](#)) and is advertised via email announcements and flyers; it is also accessible through a student's MyUH Services ([II.B.4-4](#)). In terms of ensuring security, the system's contract with Brainfuse stipulates that Brainfuse is responsible for maintaining student information. One way in which Brainfuse secures student information is by having students create a username and password strictly for their Brainfuse account.

EdReady is another online learning support tool made accessible through UHCC subscription to NROC. With the provision of an access code, current and future students can utilize the program with internet access via the College ([II.B.1-17](#)) and EdReady websites ([II.B.4-5](#)). Evaluations and student success are monitored by designated Hawai'i CC program administrators. Marketing and outreach are accomplished through flyers, email, academic advising, and special programs, such as math and English boot camps. Security for this service is maintained by the provider. Terms for institutional and individual use can be found on the EdReady website ([II.B.4-6](#)).

The College's contract with ProctorU states the terms and conditions wherein ProctorU is responsible for securely maintaining student information in accordance with FERPA. ProctorU provides information to the College via institutional administrator login access.

Turnitin is contracted annually by the College, and is used by instructional faculty across the disciplines to address academic integrity, plagiarism, and proper citation and use of sources ([II.B.1-23](#)). The vice chancellor for Academic Affairs (VCAA) selects a faculty member liaison who works with a designated Turnitin representative to ensure the annual contract is re-evaluated each June and that instructors have easy, reliable access to Turnitin's services. The faculty liaison gathers feedback from faculty and lecturers who use the service and reports to the VCAA before contract renewal for each academic school year. Turnitin abides by standard U.S. and EU practices regarding security and privacy policies ([II.B.4-7](#)), provides timely updates on their system status ([II.B.4-8](#)) via email and social media, and has helpful customer service for faculty and administration.

Shared resources and support services are clearly advertised and easily accessible through the Hawai'i CC website as well as other campus websites when applicable. This information is also included on many instructors' syllabi, posted as flyers around campus, and distributed by many offices including TLC, HKATC, and the Counseling, Advising and Support Services Center. For off-island, rural, and DE students, an online orientation ([II.B.4-9](#)) provides information on tutoring and support services; many instructors also embed learning services, both online and on-campus, into their assignments.

Faculty and staff are also provided training and information on different resources and services as part of New Hire Orientation and on an ongoing basis as new resources and services develop. For example, when EdReady became available to the College in 2014, three information session opportunities were provided to faculty, staff, and students. From such sessions, faculty and staff often return to their respective departments to share information. Additionally, the Faculty/Staff Development Committee is charged with providing professional development workshops and opportunities. This network of training and sharing information allows the College to raise awareness of resources and ensure that they are well advertised and utilized.

Analysis and Evaluation

Hawai'i CC's established collaborations with other UH campuses and external support services include formalized contracts, MOAs, and monetary agreements that allow access to shared resources and services by students, faculty, and staff. Shared resources are advertised and accessible through the College website and at physical locations on campus.

LIST OF EVIDENCE

II.B.4-1	Library Agreement
II.B.4-2	Library Cost to Support Resources 2016
II.B.4-3	Brainfuse Contract
II.B.1-15	Brainfuse Online Tutoring
II.B.4-4	My UH Services
II.B.1-17	EdReady
II.B.4-5	EdReady Homepage
II.B.4-6	The NROC Project Privacy
II.B.1-23	Turnitin
II.B.4-7	About Turnitin Privacy
II.B.4-8	Turnitin System Status
II.B.4-9	Spring 2017 Mandatory New Student Orientation Dates

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Added The Learning Center tutoring services to MySuccess system	II.B.1	MySuccess Campus Leads, The Learning Center Coordinator	Completed in 2017-2018	Students able to make appointments at The Learning Center via the MySuccess system

II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER15)

Evidence of Meeting the Standard

As described in Standard I.A.3, all of the College's academic program and service units are aligned with its mission. As part its comprehensive unit review, each unit within the Office of Student Affairs details how its services align with Hawai'i CC's mission. For example, the Counseling Unit "promote[s] student learning by providing information, guidance ([II.C.1-1](#)), and encouragement" and the Admission and Records Office Comprehensive Unit "embraces our unique Hawai'i Island culture" by "supporting active participation in cultural protocol and events (e.g. kīpaepae, Pāmaomao) and respecting cultural nuances when providing services" ([II.C.1-2](#)).

The demographic characteristics of Hawai'i CC's students demonstrate the necessity of the services the College provides for first generation, low-income, and indigenous students. Most of the College's students are Hawai'i state residents (97 percent), and 59 percent are at least part Native Hawaiian. First generation students make up 24 percent of the population, and 64 percent of students qualify for Pell Grants. The average student age is 25, which reflects the high number of nontraditional learners that make up the student body; three percent are also veterans. Approximately equal numbers of the College's students are enrolled in career and technical education and general and pre-professional education. ([II.C.1-3](#), [II.C.1-4](#))

Hawai'i CC's Office of Student Affairs (also referred to as Division of Student Affairs) offers the following student support services, regardless of course delivery mode, at the College's Manono campus ([II.C.1-5](#)):

- Admissions and Records Office – accepts all students according to the Hawai'i CC open door policy; provides record management, transfer credit evaluation, and degree conferral services
- Career and Job Development Center (CAJDC) – assists students in exploring, developing, planning, and implementing their career goals and in gaining on- and off-campus employment opportunities
- Counseling, Advising and Support Services Center (CASSC) – provides students with admissions, academic, career, financial aid, personal, and job search assistance
- Financial Aid Office – assists students in funding their education
- Information Center – offers a centralized location to guide students to appropriate resources
- Hā'awi Kōkua – supports students with disabilities
- Student Life Program – provides extra-curricular experiences that engage students in their community and help them build leadership experience
- GEAR UP – supports low-income students in the transition to college
- Mental Wellness and Personal Development Service – supports students' mental wellness.

Pālanuanui Student Services provides comprehensive student support services to students at the Pālanuanui campus. The following on-location services also support the students:

- The mental health therapist and Hā‘awi Kōkua counselor make regular, scheduled visits to the Pālanuanui campus to deliver services to students there.
- Elama Project – provides scholarships, counseling, and workshops for academic and career success at the College’s Pālanuanui campus.

In addition to providing services to students at both of the College’s locations, Hawai‘i CC also provided the following services during the Title III grant term:

- Hālanuanui Transfer Success Center (Title III)-encourages and supports Native Hawaiian students to graduate and/or transfer to a four-year institution.
- Rural Hawai‘i Grant-supports high priority groups such as unemployed, underemployed, and veteran learners.

The grant ended in 2016, but the Paepae ‘Ōhua Native Hawaiian Success Center continues to serve this student population. The center offers support through counseling, peer tutors and mentors, workshops, financial aid information, and academic advising ([II.C.1-6](#)).

Support services are also available to distance education (DE) students. The College’s catalog lists the following services available for DE students, including students with disabilities, whose home campus is Hawai‘i CC: “admissions and records, orientation, financial aid, registration, counseling, and advisement” ([II.C.1-7](#)). The “Services For DE Students” webpage also provides links to learning support programs, technical support services, and Brainfuse online tutoring available to DE students, and has information on how to use the following Google applications: Drive, Email, Calendar, and Sites ([II.C.1-8](#)). The “Registering for a DE class” website explains the registration process, how to purchase textbooks, and how to inquire about financial aid for DE courses ([II.C.1-9](#)).

Hawai‘i CC regularly evaluates its student support services as part of its schedule of annual and comprehensive reviews of all programs and units ([II.C.1-10](#), [II.C.1-11](#)). The reviews from 2005 to 2016 are available online at the Program and Unit Review website ([II.C.1-12](#)). The College also implemented an assessment management system to track and record reports in fall 2017 as part of its efforts to improve its oversight of assessment submission. Additionally, Hawai‘i CC publishes the Student Services Annual Report of Program Data (ARPD), which details and analyzes quantitative indicators in relation to student learning outcomes ([II.C.1-5](#)). Additional sources of evaluation data include projects such as the Admissions and Records Office’s “secret shopper” collaboration with Hawai‘i CC’s Marketing Program to improve services to students ([II.C.1-13](#)).

Unit assessment data have been used regularly by Student Affairs units to drive improvements in unit services, operations, and functions. For example, Counseling and Information Center annual and comprehensive reports over the past few years show they used survey data to improve outreach to students via texting and phone calls instead of just email ([II.C.1-1](#)).

Hawai‘i CC’s newly formed Integrated Student Support (ISS) Team, a subset of the University of Hawai‘i (UH) System’s ISS Task Force, has been charged with developing and implementing targeted student support strategies. The comprehensive, multifaceted, and inclusive ISS approach

involves all members of the College community in creating a strong support structure for all students ([II.C.1-14](#)). Student needs are assessed through the use of data from multiple sources, technology, and meaningful human interactions. Services are designed to provide each student with the type and intensity of support appropriate for their unique circumstances and academic and career goals.

Analysis and Evaluation

Hawai'i CC regularly evaluates its student services and demonstrates that they support student learning and the College's mission.

LIST OF EVIDENCE

II.C.1-1	Counseling 3 Year Review Report
II.C.1-2	Admissions and Records 3 Year Review Report
II.C.1-3	2017 Demographic Characteristics
II.C.1-4	2017 About Hawai'i CC
II.C.1-5	2015 ARPD for Student Services
II.C.1-6	2016 Paepae 'Ōhūa
II.C.1-7	Catalog Counseling and Support Services
II.C.1-8	Services for DE Students
II.C.1-9	Registering for a DE class
II.C.1-10	Assessment handbook p. 7
II.C.1-11	Student Support Services
II.C.1-12	2016 APUR Website
II.C.1-5	2015 ARDP for Student Services
II.C.1-13	2016 ARDP for Student Services
II.C.1-1	Counseling 3 Year Review Report
II.C.1-14	ISS Intro Kick off

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. (ER 20)

Evidence of Meeting the Standard

As stated in Standard I.C.1., Hawai'i CC assesses all student support units annually. Each unit identifies its learning support outcomes, which are published on the College's Assessment webpage. For example, Counseling, Advising and Support Services is assessed on the following student learning outcomes ([II.C.2-1](#)):

- Student will identify career and/or academic goals and develop a plan to achieve those goals.
- Student will identify and utilize campus and community resources.
- Student will identify the requirements to maintain or return to good academic standing.

Additionally, comprehensive unit reviews occur on a three-year cycle. The assessment cycle prioritizes continual improvement of student support services, regardless of delivery mode,

towards best meeting student learning outcomes. Once data have been collected, the results are analyzed and areas of improvement are identified. The next assessment is then based on the action plan developed from the prior assessment ([II.C.2-2](#)). Some of the improvements to student services arising from assessment include the following:

- A mental health therapist position was added to Hawai‘i CC’s staff ([II.C.2-3](#))
- The mental health therapist developed online resources useful for distance education (DE) students and other students who prefer online resources, including ULifeLine and Half of Us, both of which provide wellness information, hotline numbers for suicide prevention, and other resources ([II.C.2-4](#))
- STAR GPS was introduced to improve online and in-person student advising and provide clear graduation pathways for each student’s needs ([II.C.2-5](#))
- The Instruction Technology Support Office survey for DE students was revised in 2016-17 to include questions about student support services ([II.C.2-6](#)).

Analysis and Evaluation

Hawai‘i CC assesses the outcomes of its learning support services and programs, and it regularly improves these services based upon assessment data. Annual and comprehensive reviews address assessment, action plans, resource requests, and alignment to the College’s strategic goals to ensure continuous improvement of services.

LIST OF EVIDENCE

II.C.2-1	Counseling, Advising and Support Services Unit (CASSC)
II.C.2-2	Unit Assessment Cycle
II.C.2-3	Mental Health Program
II.C.2-4	Mental Health Online
II.C.2-5	STAR Advising Interface
II.C.2-6	ITSO Survey

II.C.3 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. (ER 15)

Evidence of Meeting the Standard

Hawai‘i CC assures that its services are reliably available when and where the students need them. The College includes campuses on both the east and west sides of the island (Manono and Pālanui), and its support services assist students at both campuses. The campuses are also connected via Polycom-enabled classrooms. The College’s website provides a Live Chat service that directs students to appropriate services ([II.C.3-1](#)). Information about all of the above services is also listed online. For a description of its services for DE students, see Standard II.C.1.

Hawai‘i CC assures the equity of its services by offering an appropriate, comprehensive, and reliable range of in-person and online services. The following provide services to enable equal access to Hawai‘i CC’s students:

- Hā‘awi Kōkua – supports students with disabilities ([II.C.3-2](#))

- Title IX Coordinator – protects equal opportunity regardless of gender identity or sexual orientation ([II.C.3-3](#))
- The Elama Project – provides scholarships, counseling, and workshops for academic and career success to students otherwise unable to attend college at Hawai‘i CC’s Pālanui campus ([II.C.3-4](#))
- Instructional Technology Support Office (ITSO) – trains distance education faculty, including in the creation of accessible content ([II.C.3-5](#))
- Admissions and Records Office – accepts all students according to Hawai‘i CC’s open door policy ([II.C.3-6](#))
- Student Orientation and Returning Student Advising – provides online orientation for new and transfer students unable to attend the in-person events ([II.C.3-7](#))
- The Early College High School Program (ECHS) – a dual-credit program that allows high school students to begin taking college courses at their high school ([II.C.1-8](#))
- Running Start – a dual-credit program that also enables high school students to take college courses on the Hawai‘i CC campus ([II.C.3-9](#))
- Kūlanī Correctional Facility Courses – EDvance offers Agriculture, Culture, and Personal Growth courses at the correctional facility ([II.C.3-10](#)).

The Kūlanī Correctional Facility program exemplifies equitable access to appropriate services by offering personal and professional training to incarcerated students. The Transitional Skills and Employment Skills courses help prepare students to successfully shift to a meaningful post-prison life. Agriculture courses such as Sustainable Crop Production and Egg Production for Small Farms provide inmates with workforce development and with ways to provide for themselves in an environmentally responsible and safe way once they leave prison. The courses can also count for credit should the inmates choose to enroll in a degree program once they are released.

Other growing programs are the high school/early admit programs such as Early College and Running Start. These statewide programs, created in a partnership between the Hawai‘i State Department of Education and the UH System, provide opportunities for academically qualified public high school and home schooled students in grades 9-12 to enroll in college classes as part of their high school coursework; participating students can earn both high school and college credits. Early College programs have been offered in nine high schools across the island ([II.C.3-11](#)). Early College students are offered the same academic support services offered to all students, in addition to off-campus support with application, registration, and orientation. Enrolled students also have access to all resources available to Hawai‘i CC and University of Hawai‘i services and resources.

In order to provide appropriate and comprehensive services, the UH System abides by national and state equal opportunity laws that protect against discrimination. As stated in the University Statement of Nondiscrimination and Affirmative Action, “the University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status.” The College is committed to implementing the law under the leadership of Hawai‘i CC’s chancellor ([II.C.3-12](#)). As an example, Hā‘awi Kōkua assists students with disabilities in applying for and receiving accommodation. See Standard II.B.1 for a more detailed description of their services. As documented in the Hā‘awi Kōkua Unit Assessment Report 2014-15, 100

percent of students with disabilities that identified themselves were assessed and all who chose to accept accommodation were provided with it ([II.C.3-13](#)).

In addition to ensuring that students with disabilities not be excluded from any services, Hawai‘i CC comprehensively addresses the range of students’ needs by providing Title IX services. The College abides by the following UH System policy:

Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus Title IX Coordinator ([II.C.3-14](#)).

Additional Title IX resources include:

- a website with video tutorials on and links to Title IX resources and policies ([II.C.3-15](#))
- A brochure that defines and provides examples of sexual harassment, sexual assault, and stalking, and lists resources for and the intervention efforts that ensue when a sexual assault is reported ([II.C.3-16](#)).

Furthermore, all instructors are asked to include standard language on Title IX in their syllabi ([II.C.3-17](#)).

Analysis and Evaluation

The College provides appropriate, comprehensive, and reliable services to its students to ensure that they access courses and resources, regardless of course delivery mode, on equitable terms. It oversees the implementation of nondiscrimination laws in order to serve all students equitably, and it makes information and services available to students regardless of location. By hiring a mental health counselor that serves both campuses and by constructing a new campus to better serve students on the west side of the island, Hawai‘i CC has also improved its services in the current accreditation cycle.

LIST OF EVIDENCE

II.C.3-1	Live Chat Webpage
II.C.3-2	Hā‘awi Kōkua
II.C.3-3	Title IX Resource Guide
II.C.3-4	Elama Project Scholarship Program
II.C.3-5	Spring 2017 MNSO Dates
II.C.3-6	Hawai‘i CC – Getting Started
II.C.3-7	Online Orientation
II.C.3-8	Early College
II.C.3-9	Running Start
II.C.3-10	Kūlani Program
II.C.3-11	Early College fall 2016
II.C.3-12	UH Executive Policy, EP 1.202 Nondiscrimination and Affirmative Action
II.C.3-13	Hā‘awi Kōkua Unit Assessment Report
II.C.3-14	Title IX Your Voice Matters

- [II.C.3-15](#) Title IX
[II.C.3-16](#) Title IX Pamphlet
[II.C.3-17](#) Title IX Syllabus Template

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Hawai'i CC provides co-curricular programs to enrich students' educational experiences through its Student Life Program, in accordance with the UH System policy which states that co-curricular activities "empower students to be responsible leaders in civic duties, community service or professional matters" and "complement, extend, and reinforce academic learning by serving as nontraditional classroom venues for the application of knowledge, skills, and attitudes learned in the instructional program" ([II.C.4-1](#)).

The mission of the College's Student Life Program is to "empower [...] students to develop leadership and life skills and demonstrate social responsibility through culturally-relevant co-curricular programs," which aligns with the College's mission to help students succeed academically and professionally while also serving the community ([II.C.4-2](#)).

The Student Life Program manages the Kau Wa'a Student Life Center and provides support to the College's Chartered Student Organizations (CSOs) ([II.C.4-3](#)) and Registered Independent Student Organizations (RISOs) ([II.C.4-4](#)). CSOs serve the entire student body with funding from student fees, and include organizations such as the Associated Students of the University of Hawai'i-Hawai'i Community College (ASUH-Hawai'i CC), the student government that represents the College's students ([II.C.4-5](#)). RISOs serve students' educational interests through clubs, such as the long-standing, internationally recognized honor society, Phi Theta Kappa ([II.C.4-3](#)). The College also provides service-learning opportunities for students and faculty ([II.C.4-6](#)).

Co-curricular activities contribute to students' educational experience. For example, ASUH-Hawai'i CC promotes students' participation in student policy, leadership, and advocacy, as those in student leader positions must represent all students and uphold the student conduct code. In addition to providing leadership experience, co-curricular activities also cultivate students' research and writing skills. The Hawai'i CC Information Center coordinates the Ka 'Io Newsletter, which students create and disseminate to all students electronically ([II.C.4-7](#), [II.C.4-8](#)) and in limited hard copy form once a week ([II.C.4-9](#)). Student publications fees fund annual academic planners, which are available to all students ([II.C.4-10](#)). Furthermore, co-curricular activities foster academic excellence through the Phi Theta Kappa Honor Society; by-laws establish its purpose as being "the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this college" ([II.C.4-11](#)).

The vice chancellor for Student Affairs (VCSA) exercises delegated control ([II.C.4-12](#)) over co-curricular programs, including their finances, and ensures that they are conducted with integrity. Student activity and publication fees are collected from students each semester. The VCSA approves expenditures of student fees for programs, educational experiences, and activities that benefit the student body ([II.C.4-13](#), [II.C.4-14](#)).

Student government fees are also collected from students each semester. The elected student government leaders of the ASUH-Hawai'i CC, with the guidance of faculty/staff advisors, provide programming and activities to support the student body and manage student government fees. Student government leaders approve expenditures through standard parliamentary procedures, record approvals in the meeting minutes, and submit the minutes for processing ([II.C.4-15](#)). Hawai'i CC also ensures that students leaders who participate in a CSO or RISO, which also have faculty/staff advisors, conduct themselves in a professional and collegial manner. Student leaders who violate standards of conduct within their organization may be disciplined as outlined in their bylaws ([II.C.4-11](#)).

Analysis and Evaluation

Hawai'i CC controls its co-curricular programs according to system policies to ensure that they are suited to and contribute to students' social and educational experiences.

LIST OF EVIDENCE

II.C.4-1	Board of Regents Policy, RP 7.201 Student Organizations
II.C.4-2	Student Life Website
II.C.4-3	Chartered Student Organizations
II.C.4-4	Student Life Program
II.C.4-5	Associated Students of the University of Hawai'i—Hawai'i Community College
II.C.4-3	Catalog STD Organizations
II.C.4-6	Service Learning Project Flyer
II.C.4-7	Ka 'Io News April 2018
II.C.4-8	Ka 'Io News October 2017
II.C.4-9	Ka 'Io News April 2017
II.C.4-10	Welcome Back Week
II.C.4-11	PTK Chapter Bylaws
II.C.4-12	UH Executive Policy, EP 7.101 Delegation of Authority
II.C.4-13	Funding Activities Request
II.C.4-14	Funding Request
II.C.4-15	By-Laws for Student Government
II.C.4-11	Alpha Psi Epsilon

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Hawai'i CC provides counseling and academic advising services for all current and prospective students at both the Hilo and Pālanui campuses ([II.C.5-1](#)). These services are available in person, by telephone, and by email. Counseling faculty also provide various student success workshops designed to bolster student success ([II.C.5-2](#), [II.C.5-3](#)). Workshops can be requested by instructional faculty for delivery during classroom time or during a specified time outside of classroom hours. Offerings include a variety of academic support topics including Time Management, Creating an Academic Plan, Learning Styles, and Memory Techniques. The Paepae 'Ōhū Native Hawaiian Success Center, supported by USDOE Title III until 2016 and institutionalized after that point, also provides counseling and advising to students based on Native Hawaiian philosophy and foundation ([II.C.5-4](#)).

Counseling and academic advising services are regularly evaluated through student evaluations, assessment, and the Community College Survey of Student Engagement (CCSSE) to ensure that they are supporting student development and success ([II.C.5-5](#)). For instance, student success workshops utilize an evaluation form ([II.C.5-6](#)) in which students are able to rate the workshops, suggest revisions to the workshop they attended, and provide input for future topics. The results of these surveys inform future topics and topic frequency for workshop offerings. The Counseling, Advising and Support Services Center (CASSC) uses the results of the evaluations and assessment to improve services, develop action plan strategies, and discuss professional development training needed for the counselors and academic advisors.

Student evaluations are administered regularly. For example, students are asked to complete an evaluation after their in-person academic advising sessions. At student success workshops, students complete an evaluation immediately after the workshop. When counselors conduct class registration information sessions in the fall and spring semesters, students also complete a survey immediately after the session. For online learners, ITSO sends out an electronic evaluation towards the end of the semester that includes questions about the support services the students received.

In order to ensure student success, Hawai'i CC orients students to understand program requirements ([II.C.5-7](#)). Prior to every semester, all new and transfer students attend a mandatory New Student Orientation (NSO) where they learn about campus resources and services available to them, general financial aid information, Title IX information, the STAR registration process, their major requirements, and the academic calendar. The NSO is offered both on campus and online; the online NSO is a live web session where students meet with a counselor ([II.C.3-5](#)). All international students and Early College students are required to attend a mandatory orientation each semester regardless of whether or not they have previously attended Hawai'i CC and are continuing enrollment into the next semester. All returning students (students who previously attended Hawai'i CC and stopped out for a semester or more) and students on academic

probation must attend a mandatory advising session with a counselor. For all students mandated to attend an NSO or advising session, academic advising holds are placed on students' records until they have completed the requirement ([II.C.5-8](#)).

In addition to providing students with timely and accurate information about academic, transfer, and graduation requirements when they first enroll as students, the CASSC staff regularly monitors students' academic progress. They generate a Master Student Profile document after the first week of the fall and spring semesters to identify all enrolled students. Counseling faculty use this data to identify students on academic probation, to determine how close a student is to fulfilling his/her graduation requirements, and to tally the number of students in each counselor's assigned group of majors. The CASSC staff also generates a Student Success Report for all students at least two weeks before the start of the fall and spring semesters. By using the data from this report, counseling faculty identify and contact those students who have registered for courses that are not applicable towards their graduation requirements. Ensuring that students know which classes are not applicable is especially important for students receiving financial aid, because financial aid will not fund classes that are not required for the major.

Furthermore, the counseling faculty collaborate with instructional faculty to reach out to students "flagged" in the MySuccess Early Alert program ([II.C.5-9](#)). In support of Hawai'i CC's commitment to student success and retention, faculty use the MySuccess Referral tool to identify students who would benefit from additional support through their academic journey. Instructors are provided with descriptions of patterns of behavior that typical at-risk students demonstrate, such as excessive absences. Instructors make efforts to approach students initially to address concerns, then make referrals to the counselors if necessary. Students are flagged by their instructors in the first week of instruction (No Shows), in the fifth week (Early Alert) and in the eighth week of the semester (Consider to Withdraw). Counselors follow up on referrals, making additional referrals as appropriate and providing assistance (e.g., academic plan, success strategies, financial aid). They close the loop by informing instructors of the outcomes of their referrals, as well as by submitting a report that is disseminated to the VCSA, the vice chancellor for Academic Affairs, deans, and instructors at the close of the semester. These reports provide valuable information to analyze and respond to toward the goal of continuously improving support for student learning and achievement at Hawai'i CC.

Beginning in 2016, the CASSC implemented the Hānai A Kumū model, wherein counselors were assigned to specific accelerated English course instructors ([II.C.5-10](#)). The term "*hānai a kumu*" was chosen to relay the sense of a counselor adopting a teacher and class(es) to act as additional support for the class. Counselor activities include the following: visiting classrooms, conducting in-class workshops to support academic success, and serving as dedicated points of contact for instructors needing assistance with identified students. The Hānai A Kumū model was developed as a means of providing wrap-around services to support students during and after the University of Hawai'i Community Colleges (UHCC) Systemwide changes in the developmental education model. Class workshops are evaluated with the same assessment tool as the student success workshops.

Hawai'i CC trains instructional faculty and other personnel to ensure that they are prepared to advise students. The CASSC provides academic advisor refresher workshops for faculty advisors prior to the start of the fall and spring semesters ([II.C.5-11](#)). Furthermore, faculty advisors regularly communicate and collaborate with counseling faculty assigned to work with students in

the programs/majors they instruct. The Hilo campus has seven general counselors, one disability services counselor, one career and job development counselor, and one academic advisor. The Pālanui campus has one counselor who serves all students. In 2016-17, one counselor was reassigned to serve as the STAR coordinator in order to prepare staff and faculty to use the new STAR advising interface. The coordinator provided numerous STAR training sessions to teach advisors how to use the interface to register students and to familiarize them with the STAR Graduation Pathway ([II.C.5-12](#)).

Analysis and Evaluation

Hawai'i CC prepares faculty and personnel to best counsel and advise students with accurate information to enable academic success. It also ensures that students are familiar with the available resources and that they learn how to best succeed through their graduation pathways.

LIST OF EVIDENCE

II.C.5-1	Counseling Website
II.C.5-2	Student Success In-class Workshop Menu
II.C.5-3	Workshop Menu January 2017
II.C.5-4	I Ola Hāloa Center for Hawai'i Life Styles
II.C.5-5	Survey of Student Engagement
II.C.5-6	Student Success Workshop Survey
II.C.5-7	New Student Orientation
II.C.3-5	Spring 2017 Mandatory New Student Orientation Dates
II.C.5-8	Mandatory New Student Orientation Holds Memo Spring 2016
II.C.5-9	MySuccess Referral tool
II.C.5-10	2016 CASSC Unit Review – p. 11
II.C.5-11	Faculty Advising Refresher
II.C.5-12	STAR GPS Registration

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard

As described in Standard II.C.1, Hawai'i CC ensures adherence to its policies through the assessment and review of all units. Its admission policies are established at the UH System level.

According to these policies, Hawai'i CC provides open admission to high school graduates aged 18 and over ([II.C.6-1](#)). The College's only program with selective admission is Nursing ([II.C.6-2](#)). Admissions personnel process applications and related documents in an accurate and timely manner. The application form requests information about past education and residency ([II.C.6-3](#)).

Hawai'i CC's chancellor establishes the early admission policies ([II.C.6-4](#)). According to the catalog, high school students may register for courses with the guidance of the high school counselor and a Hawai'i CC counselor if they follow all standard procedures and deadlines ([II.C.6-5](#)). The catalog also defines the residency requirements for in-state tuition, the procedures

for veterans' benefits, the transfer procedures, and placement criteria. Over the 2014-15 review period, the Admissions and Records Office "received and processed 5153 applications, evaluated and conferred (when eligible) 845 degrees and certificates, evaluated 591 transcripts resulting in over 13,000 transfer credits awarded, processed 1476 transcript requests, and certified over 120 students to the VA (each semester)" ([II.C.6-6](#)).

Hawai'i CC lays out its degree and certificate pathways through the catalog, advising sheets, and the STAR advising interface. For example, students can see the program outcomes and semester-by-semester course plan for AS and AAS degrees and certificates in the catalog (e.g., Tropical Forest Ecosystem and Agroforestry Management ([II.C.6-7](#)) and Agriculture ([II.C.6-8](#))). They can also find the pathways defined on advising sheets available online or through a counselor (e.g., Tropical Forest Ecosystem and Agroforestry Management ([II.C.6-9](#)) and Liberal Arts ([II.C.6-10](#))). Students can find the specific requirements for the Liberal Arts concentrations in Administration of Justice, Art, History, Psychology, and Sociology in the catalog ([II.C.6-11](#)). Furthermore, they can register for the recommended courses directly through STAR, an interface that populates each student's graduation pathway with the best sequence of courses for successful completion of their degree; STAR also includes a "What If Journey" where students can view and test out possible pathways ([II.C.2-5](#)). Hawai'i CC provided students, faculty, and staff with training in using the new interface ([II.C.6-12](#)). The interface supports the UH System's "15 to Finish" initiative, which encourages students to complete 15 credit hours every semester in order to increase their chances of completing their educational goals ([II.C.6-13](#)).

In addition to providing its students with a variety of materials delineating clear degree pathways, Hawai'i CC provides individual advising appointments concerning admissions, academic, career, retention, financial aid, personal, and other advising to help students complete their goals. In order to ensure that academic counselors provide a consistent level of quality advising, Hawai'i CC's CASSC provides students with the "Academic Advising Syllabus," which outlines the counselor's responsibilities ([II.C.6-14](#)). The worksheet doubles as an instructional resource for students, as it educates them about how to successfully take charge of their academic trajectory and provides them with advising tools and resources.

For students who wish to continue their education, the UH System provides a Course Transfer Database that students can search to establish course equivalencies ([II.C.6-15](#)). For students who wish to move straight into their careers with their degree from Hawai'i CC, the Career and Job Development Center (CAJDC) provides assistance with job search, resume and cover letter writing, completion of applications, and interview preparation ([II.C.6-16](#), [II.C.6-17](#), [II.C.6-18](#)). CAJDC also coordinates the IS 105 Career/Life Exploration and Planning course, which guides students through the career exploration process, assists with the selection and planning of an appropriate career/academic pathway, and develops professional and goal-setting skills ([II.C.6-19](#)).

In collaboration with the Hilo Veterans Center, Hawai'i CC also hosts a Veterans Resource, Education and Job Fair ([II.C.6-20](#)) on campus in Hilo; at Pālanui, the College has hosted informational tables to support access to benefits for veterans. In addition, Hawai'i CC offers an annual Career, Job, and Internship Fair ([II.C.6-21](#)) for students and alumni and also collaborates with county, state, and private agencies to offer an annual Career Readiness Fair and a Career, Job and Resource Fair for the community.

Analysis and Evaluation

The College adheres to its open admission, early admission, and residency policies, and it clearly communicates admission policies and qualifications as it advises students on clear pathways to complete their educational goals. It provides the support that students need to achieve their academic and career goals, and it continually seeks ways to improve the quality of the services it offers.

LIST OF EVIDENCE

II.C.6-1	Board of Regents Policy, RP 5.211 Admissions
II.C.6-2	Admissions and Registration p. 17
II.C.6-3	System Application Form
II.C.6-4	Board of Regents Policy, RP 5.212 Early Admission Policy III B
II.C.6-5	Early Admissions Program
II.C.6-6	Unit Review Admissions and Records
II.C.6-7	TEAM Program
II.C.6-8	Agriculture Programs
II.C.6-9	Advising Sheets TEAM Program
II.C.6-10	Program Requirements Liberal Arts
II.C.6-11	Hawai'i CC Catalog LA Concentrations
II.C.2-5	STAR Advising interface
II.C.6-12	STAR Training Sessions
II.C.6-13	15 to Finish
II.C.6-14	Academic Advising Syllabus
II.C.6-15	UH System Course Transfer Database
II.C.6-16	Career and Job Development Center (CAJDC) Brochure
II.C.6-17	Career and Job Development Center (CAJDC) Homepage
II.C.6-18	Career Exploration Services
II.C.6-19	Career and Job Development Center (CAJDC) Assessment Report
II.C.6-20	Job Fair
II.C.6-21	Job Fair Flyer

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As described in Standard II.C.6, Hawai'i CC follows an open admission policy, so it does not use admissions instruments. It does, however, evaluate its placement instruments at the UH System level. Based on a request made by the UHCC Achieving the Dream Initiative Team and endorsed by the UHCC vice president and the Hawai'i CC Academic Senate, Hawai'i CC revised its placement testing policy in spring 2014, requiring that all students entering degree and certificate programs complete testing in their skill areas before registering, with the exception of students who already possessed an AA or bachelor's degree or who met the SAT or ACT entry requirements at UH Mānoa ([II.C.7-1](#)). Until December 2016, Hawai'i CC used the placement instrument Compass as mandated by the UH System. In spring 2016, the UHCC Student Success Council's Cognitive Assessment Committee recommended new measures ([II.C.7-2](#)) for placement into math and English: students who do not have SAT or ACT test scores can self-place in English and math courses based on a menu of qualifiers that include overall high school

GPA or specific grades in 12th grade English or math courses, Smarter Balanced Assessment English and math levels, or GED or HiSET scores ([II.C.7-3](#)). Students without any of the listed measures will take an Accuplacer test. These new measures went into effect in fall 2016.

Accuplacer was selected to replace COMPASS as the new placement testing instrument because it is broadly used and easily programmable to fit the College's needs, with a well-designed and completely online interface and live support. The effectiveness of Accuplacer and the other placement tools will be evaluated by the UHCC System annually. Upon evaluation, any necessary changes will be implemented.

Hale Kea Advancement and Testing Center (HKATC), which houses the placement testing at Hawai'i CC, evaluates its placement practices annually. It has recently seen a growth in the number of students receiving testing services ([II.C.7-4](#)).

Analysis and Evaluation

Hawai'i CC, along with the UHCC System, regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Replacing the Compass placement instrument with Accuplacer demonstrates a commitment to quality placement practices, and the College's new policy also provides multiple qualifiers for establishing student placement.

LIST OF EVIDENCE

- [II.C.7-1](#) Hawai'i CC Policy, HAW 5.501 Placement Testing
- [II.C.7-2](#) Adoption of Student Success Council
- [II.C.7-3](#) Placement Qualifiers and Test Cut Off Scores
- [II.C.7-4](#) Hale Kea Testing Center

II.C.8 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.

Evidence of Meeting the Standard

Hawai'i CC takes seriously its responsibility to collect and store sensitive student information only as necessary for the functioning of the College. It follows UH Executive Policy, EP 2.214 Security and Protection of Sensitive Information, which provides "the framework for specific practices and procedures associated with systems and files that contain sensitive, personal and confidential information" ([II.C.8-1](#)). The policy protects information such as student records and health information from inappropriate disclosure. In section III.D, it designates social security number and personal financial information as of special concern, and prohibits the use of a social security number as an identifier and protects credit card and electronic transactions accordingly. Section III.H.1 states that only the designated senior administrators may grant individuals access to sensitive information as necessary for the effective execution of their duties. Lastly, in Section III.F of the policy, such information is only obtained "when essential to the function and operations of the institution."

Hawai‘i CC maintains student records permanently, securely, and confidentially. Online student applications and academic and financial aid records for existing students are stored electronically on a secure server or in hard copy in locked file cabinets. Student medical records are stored electronically or as hard copies in locked file cabinets. Counseling and mental health records are also stored in locked filing cabinets. Furthermore, the College follows UH System policy for protecting sensitive information when it is being transmitted, such as using secure https web transactions and the secure UH “filedrop” service instead of email for online transmission ([II.C.8-2](#)).

Hawai‘i CC publishes and follows established policies for the release of student records. The UH System complies with the federal Family Educational Rights and Privacy Act (FERPA) and Administrative Procedure, AP 7.022 Protection of Educational Rights and Privacy of Students ([II.C.8-3](#)). These administrative rules control the release of student records and delineate the procedures that students may follow in order to challenge record information that they deem inaccurate.

Analysis and Evaluation

Hawai‘i CC maintains student records permanently, securely, and confidentially, and it publishes and follows policies for release of these records. It collects and stores sensitive information only as required to function, and securely transmits such information only to authorized persons.

LIST OF EVIDENCE

- [II.C.8-1](#) UH Executive Policy, EP 2.214 Institutional Data Classification Categories and Information Security Guidelines
- [II.C.8-2](#) UH Executive Policy, EP 2.214 Security and Protection of Sensitive Information
- [II.C.8-3](#) Administrative Procedure, AP 7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Formalize comprehensive assessment of student needs regarding Student Services	II.C.1 II.C.3	Vice Chancellor for Student Affairs, Student Affairs managers	Begin fall 2018	Increase data to better identify needs for student services for all students (including DE)
Reorganize Student Life structure	II.C.4	Vice Chancellor for Student Affairs	Begin fall 2018	Clearly defined Student Life structure and program

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers	II.C.7	Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager	Planned for fall 2018 (after Institutional Researcher position filled)	Structured and scheduled data analysis of placement instruments and qualifiers

Standard III Resources

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources



Hula - Groundbreaking Pāalamanui

Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Hiring Criteria and Consistent Hiring Procedures

Hawai'i Community College assures the integrity and quality of its program and services with clear policies and procedures for hiring administrators, faculty, and staff. Permanent employees of the College fall into one of four distinct classifications:

- Executive/Managerial (E/M) ([III.A.1-1](#))
- Faculty ([III.A.1-2](#))
- Administrative, Professional, and Technical (APT) ([III.A.1-3](#))
- Civil Service ([III.A.1-4](#)).

The first three groups are approved by the Board of Regents (BOR) and are referred to as BOR positions. Applications are submitted directly to the College for the interviewing and hiring process with the exception of the E/M positions, which also require presidential and/or BOR approval. Safeguards are in place to ensure consistent application of the BOR's hiring policies and procedures ([III.A.1-5](#), [III.A.1-6](#), [III.A.1-7](#)). The civil service group falls under the jurisdiction of the State of Hawai'i Department of Human Resources Development (DHRD) ([III.A.1-8](#)). In addition, the College employs temporary employees to meet short-term needs.

The College creates screening committees to review application materials, select qualified applicants for interviews, and identify candidates for potential employment in permanent positions. Screening committees are formed to provide a balanced and objective evaluation and recommendation of candidates, and follow best practices promoted by the UH Office of Human Resources (OHR) ([III.A.1-9](#)). Generally, the primary hiring decision and compliance with Equal Employment Opportunity (EEO) and OHR procedures in the hiring process are the responsibility of the College, subject to review and consultation with UH System ([III.A.1-10](#), [III.A.1-11](#)).

Program needs and College mission

The College seeks to recruit the best qualified candidates to perform the requisite duties and responsibilities of the position description (PD). The PD clearly indicates the position duties, skills, responsibilities, authority, minimum qualifications, and desirable qualifications (if any). Established PDs are reviewed by the program, unit, and administrators to ensure that they address the needs of the College. Hawai'i CC's Equal Employment Opportunity/Affirmative Action (EEO/AA) coordinator reviews the PD for compliance before the position is posted.

Advertising, Credential Verification and Equivalencies

All vacant positions are posted on the publicly accessible University of Hawai'i Work At UH website ([III.A.1-12](#)) and a newspaper of statewide circulation. Campuses also have the option to advertise nationally in appropriate professional journals, electronic bulletins, industry publications, or other suitable media. Advertisements are prepared in accordance with the UH Systemwide Chapter 9 Personnel BOR policies ([III.A.1-13](#)), executive policies ([III.A.1-14](#)), and administrative procedures ([III.A.1-15](#)); the College's EEO/AA policy ([III.A.1-16](#)); collective bargaining agreements ([III.A.1-17](#)); and state and federal non-discrimination laws. Instructions for applying are provided on the Work At UH website based on the classification of the PD.

Applications are screened by Human Resources for minimum qualifications (MQs), and degree(s) conferred are verified with official transcripts. Colleges check the equivalency of degrees by referring to the National Association of Credential Services ([III.A.1-18](#)).

Analysis and Evaluation

The College has a well-defined recruiting, screening, and selection process. Position descriptions are reviewed by units and administrators prior to public posting to ensure that they accurately describe the position and address the needs of the institution. The UH System provides clear policies and procedures relating to personnel under Chapter 9 of the BOR policies, executive policies, and administrative procedures. These policies and procedures are continuously revised and updated by the UH System to provide assurance that personnel hired by the College are qualified to preserve the integrity of its programs and services.

LIST OF EVIDENCE

III.A.1-1	Executive and Managerial Classification
III.A.1-2	Faculty Classification
III.A.1-3	Administrative, Professional and Technical Classification
III.A.1-4	Civil Service Classification
III.A.1-5	Administrative Procedure, AP 9.570 Recruitment Selection and Appointments
III.A.1-6	Administrative Procedure, AP 9.540 Administrative Procedure
III.A.1-7	Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies
III.A.1-8	Competitive Recruitment for Civil Service Positions
III.A.1-9	Screening Applications & Interviewing – Office of Human Resources
III.A.1-10	UH Executive Policy, EP 9.112 Delegation of Authority for Personnel Actions-Attachment B
III.A.1-11	UHCC Map of College – System Functions December 15, 2011
III.A.1-12	Work at UH
III.A.1-13	Board of Regents Policies Chapter 9 Personnel
III.A.1-14	Executive Policies
III.A.1-15	Administrative Policies
III.A.1-16	UHCC policies

[III.A.1-17](#) Union Member Employees

[III.A.1-18](#) NACES website

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Instruction is the College's highest priority; therefore, teaching remains the most important duty of the instructional faculty ([III.A.2-1](#)). Board of Regents Policy, RP 9.214 sets standards for the level of assignment for the instructional component of faculty responsibilities ([III.A.2-2](#)). In addition, position descriptions for instructional faculty include any non-instructional duties and responsibilities, which typically require developing and/or updating curriculum, teaching methods, and assessment strategies to improve student learning based on assessment results; conducting student evaluations of teaching effectiveness; participating in assessment of course learning outcomes; and participating in department and/or institutional assessments of student learning. Lecturer (adjunct) positions include assessment of student learning but do not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of faculty members. Faculty classification ([III.A.2-3](#)), including duties, academic qualifications, generic job descriptions, and criteria for tenure and promotion, are established at the University of Hawai'i Community College (UHCC) level for all faculty ([III.A.2-4](#)). Academic qualifications for lecturers are identical to those for other faculty. The College uses these factors in hiring, retention, and promotional decisions.

Hawai'i CC evaluates faculty qualifications via a rigorous application and screening process ([III.A.1-6](#)). The application for faculty or executive positions requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities ([III.A.2-5](#)). Undergraduate and graduate transcripts, as well as contact information for professional references, are collected so that the College may verify qualifications and coursework based on degrees awarded from an accredited institution as it relates to the position applied for. Applicants may also be asked to submit other materials (e.g., letters of reference, teaching evaluations, papers, writing samples), as further evidence of their qualifications and potential to contribute to the mission of the College. As part of the interview process, the screening committee may ask the candidates to present a sample lesson, teaching demonstration, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

Analysis and Evaluation

The College evaluates applicants' qualifications and potential to contribute to the institution via an extensive application and screening process. Faculty job descriptions include a detailed list of instructional and non-instructional duties and responsibilities.

LIST OF EVIDENCE

III.A.2-1	Faculty
III.A.2-2	Board of Regents Policy, RP 9.214 Teaching Assignments for Instructional Faculty
III.A.2-3	UH Executive Policy, EP 5.221 Classification of Faculty
III.A.2-4	Criteria for Tenure and Promotions
III.A.1-6	Administrative Procedure, AP 9.540 Administrative Procedure
III.A.2-5	Application for Faculty or Executive Positions

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Duties, academic qualifications, and job descriptions are established by the UH System for all administrators ([III.A.3-1](#)) and other personnel ([III.A.3-2](#)). Position descriptions for administrators and other employees responsible for educational programs and services are reviewed prior to each recruitment by the relevant department/program/unit, hiring authority, and by Human Resources. Descriptions include duties and responsibilities associated with long-term institutional effectiveness, including accreditation, planning, grants, initiatives, assessment, and program review. The College uses these factors in hiring, retention, and promotional decisions.

Hawai'i CC evaluates applicant qualifications via a rigorous application and screening process ([III.A.1-6](#)). Administrators use the same application form as faculty, the application for faculty or executive positions, which requires applicants to list all relevant degrees and other training, professional and teaching experience, scholarly activities, service, honors, or activities, as well as submit transcripts, resumes, references, and other supporting documents ([III.A.2-5](#)).

Similarly, the application for other employees, required for administrative, professional, and technical (APT) positions, requests evidence of qualifications, including educational attainment, training, work experience, professional memberships and/or awards, certifications, and licenses ([III.A.3-3](#)).

Analysis and Evaluation

The College has a well-defined recruiting, screening, and selection process to hire administrators and other employees responsible for educational programs and services with the qualifications necessary for their positions.

LIST OF EVIDENCE

III.A.3-1	Executive and Managerial
III.A.3-2	Other Personnel
III.A.1-6	Administrative Procedure, AP 9.540 Administrative Procedure
III.A.2-5	Application for Faculty or Executive Positions
III.A.3-3	Employment Application Form

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. (ER 6)

Evidence of Meeting the Standard

Hawai‘i CC requires that degrees held by faculty, administrators, and other employees be from an accredited institution as evidenced in the “To Apply” section of the position description posted on the Work At UH website ([III.A.4-1](#)). Degrees from institutions outside of the United States are checked for equivalency by referring to the National Association of Credential Evaluation Services ([III.A.1-18](#)).

The College publishes in its printed and online catalog a directory of faculty and staff, listing employees and their respective degrees from accredited institutions ([III.A.4-2](#)).

Analysis and Evaluation

The College requires a degree from an accredited institution to meet employee minimum qualifications. Furthermore, the College has a procedure for checking the equivalency for degrees earned from non-U.S. institutions.

LIST OF EVIDENCE

- [III.A.4-1](#) To Apply to Hawai‘i CC
- [III.A.1-18](#) NACES website
- [III.A.4-2](#) Faculty and Staff Listings

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically 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.

Evidence of Meeting the Standard

Hawai‘i CC follows established policies and procedures for the performance evaluation of all personnel. The intervals, criteria, and evaluation processes are set forth by UH Systemwide Chapter 9 Personnel BOR policies ([III.A.1-13](#)), executive policies ([III.A.1-14](#)), and administrative procedures ([III.A.1-15](#)); the College’s EEO/AA policy ([III.A.1-16](#)); and appropriate collective bargaining agreements ([III.A.1-17](#)).

Board of Regents Policy, RP 9.213 provides guidelines and specific procedures to evaluate executive/managerial (E/M), faculty, and APT personnel periodically ([III.A.5-1](#)). Performance evaluations are conducted in order to provide assurance to the College and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage.

The evaluations also provide for the recognition of excellence and identify areas for improvement.

E/M personnel are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism; they are evaluated annually as specified in Board of Regents Policy, RP 9.212 ([III.A.1-7](#)). These evaluations are a critical component of continued employment, professional development, and compensation. In accordance with UHCC Policy, UHCCP 9.202, the executive employee provides a statement of professional and administrative objectives at the beginning of the evaluation period for that year ([III.A.5-2](#)). These goals include long-term objectives that serve as a basis for incremental planning. At the end of the evaluation period, the executive employee provides a self-assessment to his/her supervisor on the progress made toward goals and strategic outcomes, and accomplishments during the past year in relation to the goals and objectives. The evaluation may also include a survey using the UH System's 360 Assessment Online Evaluation tool ([III.A.5-3](#)) to receive anonymous feedback from peers, constituents, and personnel. The confidential results of the evaluation are provided to the supervisor to discuss with the executive employee.

Faculty members submit dossiers at regular and defined intervals, prescribed in the 2017-2021 UHPA-BOR Contract, Article XII, Tenure and Service ([III.A.5-4](#)). Dossiers for faculty include analyses of performance, student ([III.A.5-5](#)) (for instructional faculty) and peer feedback ([III.A.5-6](#)), job duties, and participation in the College and community. During a probationary period, tenure-track employees submit dossiers to apply for contract renewal every two years; after the probationary period, tenured faculty are required to submit a post-tenure review document every five years as specified in UHCC Policy, UHCCP 9.203 ([III.A.5-7](#)) and Hawai'i CC Policy, HAW 9.203 ([III.A.5-8](#)). These policies recognize the special role of the faculty in the academic mission of the College and provide safeguards for academic freedom as well as the opportunity for participation of faculty peers in the review process. The purpose of the evaluation of faculty is to improve the overall instruction and/or service to students as well as to evaluate the performance of their primary responsibilities and success in meeting institutional needs.

Lecturers are evaluated once each year, once every two years, or once every four years depending on position level as specified by UHCC Policy, UHCCP 9.104 ([III.A.5-9](#)) and Hawai'i CC Policy, HAW 9.104 ([III.A.5-10](#)). The purpose of the evaluation is to improve overall instruction for students as well as to evaluate the lecturer's performance of teaching duties. The evaluation must include one peer evaluation, student evaluations submitted through eCAFE ([III.A.5-11](#)), and a self-analysis reflecting on the achievement of student learning outcomes, instructional strategies, and effectiveness. The submission must also include any planned actions as a result of the peer and student evaluations and responses to prior evaluation recommendations. The evaluation documents are submitted to the department/division chair (DC) for feedback, including strengths and weaknesses. The DC makes a recommendation to rehire/not rehire to the vice chancellor for Academic Affairs who notifies the lecturer by April 30 if he/she remains in good standing and is eligible for assignment to classes.

Administrative, professional, and technical (APT) personnel are evaluated annually from November 1 to October 31 in accordance with Administrative Procedure, AP 9.170 ([III.A.5-12](#)) using the UH performance evaluation system ([III.A.5-13](#)). The purpose of the evaluation is to give both the supervisor and employee the opportunity to discuss performance expectations and

recognize exceptional work performance. In accordance with this policy, the supervisor meets with the APT employee at the beginning of the evaluation period to review the position description and work assignments, and to discuss the supervisor's expectations for the evaluation period. If the APT employee believes the performance expectations established by the supervisor are not consistent with the work assignments and position description, the employee may request a review by the appropriate level of authority above the immediate supervisor.

Civil service personnel are evaluated at the initial probationary period of six months, again at the year mark, and annually thereafter. Evaluation procedures follow the performance appraisal system (PAS) of the State of Hawai'i Department of Human Resources Development (DHRD) ([III.A.5-14](#), [III.A.5-15](#)). The purpose of the PAS is to evaluate achievement of position requirements, recognize excellent performance, and address unacceptable performance. The supervisor meets with the civil service employee at the beginning of the evaluation period to review the performance categories and set goals for the employee. Performance issues can be noted on the PAS during the performance monitoring period, and coaching and performance feedback is given to the employee. The appraisal conference is conducted privately to discuss performance effectiveness, help the employee understand how he/she can improve performance, and to provide positive feedback on good performance. This conference also allows the supervisor and civil service employee to begin performance planning for the next rating period and discuss performance expectations/requirements and goals/projects for the coming year.

Analysis and Evaluation

The College adheres to established policies and procedures related to the performance evaluation of all personnel.

LIST OF EVIDENCE

- [III.A.1-13](#) Board of Regents Policies Chapter 9 Personnel
- [III.A.1-14](#) Executive Policies
- [III.A.1-15](#) Administrative Policies
- [III.A.1-16](#) Hawai'i CC Policy, HAW 9.900 Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy
- [III.A.1-17](#) Union Member Employees
- [III.A.5-1](#) Board of Regents Policy, RP 9.213 Evaluation of BOR Appointees
- [III.A.1-7](#) Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies
- [III.A.5-2](#) UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation
- [III.A.5-3](#) Sample 360 Assessment Report
- [III.A.5-4](#) 2017-2021 UHPA-BOR Contract, Article XII Tenure and Service
- [III.A.5-5](#) Hawai'i CC Policy, HAW 9.204 Student Evaluation of Instructors and Lecturers
- [III.A.5-6](#) Hawai'i CC Policy, HAW 9.205 Peer Evaluation of Instructors and Lecturers
- [III.A.5-7](#) UHCC Policy, UHCCP 9.203 Faculty Five-Year Review
- [III.A.5-8](#) Hawai'i CC Policy, HAW 9.203 Faculty Five-Year Review
- [III.A.5-9](#) UHCC Policy, UHCCP 9.104 Lecturer Evaluation
- [III.A.5-10](#) Hawai'i CC Policy, HAW 9.104 Lecturer Evaluation
- [III.A.5-11](#) eCAFE Website
- [III.A.5-12](#) Administrative Procedure, AP 9.170 Performance Evaluation
- [III.A.5-13](#) UH Performance Evaluation System
- [III.A.5-14](#) Performance Appraisal System for employees
- [III.A.5-15](#) Performance Appraisal System Supervisory Manual

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of The assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

As of fall 2016, Hawai'i CC employed a total of 104 qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services ([III.A.7-1](#)). Of these individuals, 86 are instructional faculty and 18 are other faculty positions. The College also has 97 lecturers who are hired on an as-needed basis.

UHCC Policy, UHCCP 9.237 establishes the standard teaching assignment for full-time community college instructional faculty as 27 semester credits or equivalent per academic year ([III.A.7-2](#)). As prescribed in the 2017-2021 UHPA-BOR Contract, Article IV, Faculty Professional Responsibilities and Workload ([III.A.7-3](#)), faculty workload is not limited to instruction. Instructional faculty of the College may have duties and responsibilities that encompass a number of professional activities in addition to teaching. Programs are responsible for the review of staffing needs in order to achieve the institutional mission and purposes.

Based upon curriculum and enrollment needs, the division or department chair (DC) identifies the total instructional workload requirements to be met for the academic year. Considering the planning, professional objectives, and activities of the faculty, as well as the objectives of the division or department, the DC determines faculty instructional workload in accordance with Board of Regents Policy, RP 9.214 ([III.A.7-4](#)). While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the ratio is monitored by the UHCC System and the College to assure compliance with the Standard.

Established positions are allocated by State Legislature as shown on the College's organizational chart ([III.A.7-5](#)). Programs review instructional needs for all delivery modes and submit requests for additional faculty in comprehensive program ([III.A.7-6](#)) and unit reviews ([III.A.7-7](#)), which are reviewed by the College Effectiveness Review Committee (CERC). When an instructional faculty position is vacated by retirement, termination, or resignation, the deans and vice chancellor for Academic Affairs (VCAA) determine if the position should be recruited for replacement. The VCAA then submits personnel recommendations to the chancellor for resource allocation discussion at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees.

As described in Standards III.A.1 and III.A.2, applicants for faculty employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are made at the chancellor level.

Analysis and Evaluation

The College maintains a sufficient number of faculty to meet enrollment demand. Lecturers are hired as needed when enrollment and other workloads increase. As a component of reorganization and budgetary planning processes, the College divisions and departments identify staffing needs to fulfill institutional missions and goals.

LIST OF EVIDENCE

- [III.A.7-1](#) Faculty and FTE Report
- [III.A.7-2](#) UHCC Policy, UHCCP 9.237 Teaching Equivalencies
- [III.A.7-3](#) Article IV Faculty Professional Responsibilities and Workload
- [III.A.7-4](#) Board of Regents Policy, RP 9.214 Teaching Assignments for Instructional Faculty
- [III.A.7-5](#) Organizational Chart
- [III.A.7-6](#) CERC Evaluation Tool Comprehensive Program
- [III.A.7-7](#) CERC Evaluation Tool Comprehensive Unit

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College website provides a number of online resources for all faculty. The Faculty and Staff page contains links to a variety of resources, including evaluation and professional development information. The College's Employee Handbook ([III.A.8-1](#)) is available online and addresses employee matters and issues for all College employees. The handbook includes information about the College, documents and resources, policies and procedures, campus communication, campus services, professional development, and emergency procedures.

Division/department chairs provide orientation and oversight for lecturers (adjunct faculty). As outlined in Standard III.A.5, the College has established policies and procedures related to the performance evaluation of all personnel. Lecturers are evaluated as specified by UHCC Policy, UHCCP 9.104 ([III.A.5-9](#)) and Hawai'i CC Policy, HAW 9.104 ([III.A.5-10](#)). Lecturers teaching at least half-time are members of the faculty collective bargaining unit and are covered by the collective bargaining agreement.

Professional development covering a wide range of topics is provided to all faculty, including lecturers, during convocation week ([III.A.8-2](#)) and throughout the year ([III.A.8-3](#)). All workshops are free and are offered to all faculty, lecturers, and staff. The College has also sent lecturers to select conferences, including the annual Hawai'i Strategic Institute (HSI)/Hawai'i Student Success Institute (HSSI) ([III.A.8-4](#)) and the Hawai'i Great Teachers Seminar ([III.A.8-5](#)).

Analysis and Evaluation

Hawai'i CC online information and division/department orientations provide lecturers with necessary information about the College and their specific division/departments. Convocation week offers workshops and events to all faculty and staff to provide opportunities for integration into the College culture and campus activities. The College provides year-round support and training to all interested faculty. Division/department chairs oversee lecturer performance, and regular evaluation of lecturers is directed by system and College policies.

LIST OF EVIDENCE

III.A.8-1	Employee Handbook
III.A.5-9	UHCC Policy, UHCCP 9.104 Lecturer Evaluation
III.A.5-10	Hawai'i CC Policy, HAW 9.104 Lecturer Evaluation
III.A.8-2	Convocation Week Fall 2017
III.A.8-3	Professional Development Workshops
III.A.8-4	Hawai'i Student Success Institute
III.A.8-5	Great Teachers Seminar

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As of fall 2016, Hawai'i CC employed a total of 128 qualified staff to support the effective educational, technological, physical, and administrative operations of the institution ([III.A.7-1](#)). Of these individuals, 67 are administrative, professional, and technical (APT) positions and 61 are civil service positions.

APT positions include professional, non-faculty positions that require a baccalaureate degree, such as research associates, educational specialists, administrative officers, auxiliary and facilities services personnel, and human resources specialists. The classification and compensation of each pay band is established by the University of Hawai'i Office of Human Resources (OHR) ([III.A.9-1](#)). The College has Band A and B APT positions based on a salary schedule for 9-month and 11-month employees ([III.A.9-2](#)), assigned to pay bands ([III.A.9-3](#)) based on work complexity and scope of responsibility:

- Band A – Entry / Intermediate / Independent Level Worker
- Band B – Journeyworker / Senior Worker / Working Supervisor.

Civil service positions include a variety of occupations relating to clerical, library support, property protection, nursing, medical support, labor, custodial, trades, and equipment operation. The OHR is delegated authority to classify civil service positions. The State of Hawai'i Department of Human Resources Development (DHRD) ([III.A.9-4](#)) maintains the Class Specifications and Minimum Qualification Requirements and Compensation Plan ([III.A.9-5](#)) for each position.

Established positions are allocated by State Legislature as shown on the College's organizational chart ([III.A.7-5](#)). When a position is vacated by retirement, termination, or resignation, the manager, division/department chair, or vice chancellor determines if the position should be recruited for replacement as a part of the strategic planning process. The vice chancellor submits personnel recommendations to the chancellor for resource allocation discussions at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees. Requests for additional positions are included in the comprehensive program and unit reviews that are completed every three years. Based on evaluations of comprehensive reviews, if a new position needs to be created, supervisors work in consultation with Human Resources representatives to determine the duties, responsibilities, and the minimum qualifications of the position.

As described in Standard III.A.1, applicants for employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience, which are required upon offer of employment as described in the "To Apply" section of each position posted on the Work at UH website ([III.A.4-1](#)). Final decisions on hiring are made at the chancellor level.

Names and biographical information about administrative staff are located in the catalog ([III.A.9-6](#)).

Analysis and Evaluation

The College maintains a sufficient number of staff with appropriate credentials to provide operational and administrative support. Program and unit review and assessment provide a venue to assess capacity needs in support areas to fulfill the institutional mission and goals.

LIST OF EVIDENCE

III.A.7-1	Faculty and FTE Report
III.A.9-1	Office of Human Resources
III.A.9-2	Salary Schedules by Employee Type
III.A.9-3	Band Definitions
III.A.9-4	Department of Human Resource Development
III.A.9-5	Class Specifications Minimum Qualification Requirements
III.A.7-5	Organizational Chart
III.A.4-1	To Apply to Hawai'i CC
III.A.9-6	Administrative Staff

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As specified in UH Executive Policy, EP 9.212 ([III.A10-1](#)), individual executive/managerial (E/M) positions are established with specific duties and responsibilities that reflect managerial and leadership requirements necessary to carry out the strategic mission of the University. Only

the University of Hawai‘i president has the authority to establish, amend, or abolish E/M positions, except for positions that report directly to the BOR or to the president. While no formal administrative staffing ratios are established, the staffing levels for E/M employees are reviewed and compared across the UHCC System.

Hawai‘i CC has a total of seven E/M positions ([III.A.9-6](#)):

- Chancellor
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor for Administrative Services
- Director, EDvance (formerly Office of Continuing Education and Training)
- Director, Hawai‘i CC – Pālanui (University of Hawai‘i Center, West Hawai‘i)
- Dean of Career and Technical Education
- Dean of Liberal Arts and Public Services.

As outlined in Standards III.A.1 and III.A.3, applicants for E/M employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are approved by the president or BOR. E/M positions are provided with University Leadership Orientation as specified in UH Executive Policy, EP 2.211 ([III.A.10-2](#)).

Analysis and Evaluation

The College maintains a sufficient number of executive/managerial positions as compared to other UH community colleges. As the College takes steps to fill positions held by interim appointees, executive and managerial leadership has remained focused on the College’s mission and the goals of the Strategic Directions 2015-2021.

LIST OF EVIDENCE

- [III.A.10-1](#) UH Executive Policy, EP 9.212 Executive Managerial Classification and Compensation
[III.A.9-6](#) Administrative Staff
[III.A.10-2](#) UH Executive Policy, EP 2.211 University Leadership Orientation

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies are established and published at multiple levels, including BOR policies ([III.A.1-13](#)), UH executive policies ([III.A.1-14](#)), UH administrative procedures ([III.A.1-15](#)), UHCC System Section 9 policies ([III.A.1-16](#)), State of Hawai‘i Department of Human Resources Development (DHRD) policies ([III.A.11-1](#)), and College policies ([III.A.11-2](#)). Additionally, collective bargaining agreements govern personnel actions for covered employees ([III.A.1-17](#)).

The College’s personnel policies and procedures (Section 9) are available for review on the College’s website ([III.A.11-2](#)). New or revised policies and procedures are developed using a

collaborative decision-making process with appropriate participation and consultation. The Human Resources office helps to ensure that personnel policies and procedures are equitably and consistently administered for the fair treatment of all personnel.

Analysis and Evaluation

The Colleges establishes, publishes, and adheres to written personnel policies and procedures.

LIST OF EVIDENCE

- [III.A.1-13](#) Board of Regents Policies Chapter 9 Personnel
- [III.A.1-14](#) Executive Policies
- [III.A.1-15](#) Administrative Policies
- [III.A.1-16](#) UHCC Policies
- [III.A.11-1](#) DHRD Policies
- [III.A.11-2](#) College Personnel Policies
- [III.A.1-17](#) Union Member Employees

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Hawai‘i CC is committed to providing appropriate programs, practices, and services that support its diverse personnel. The College maintains clear policies and procedures for employment equity and diversity consistent with its mission.

The College adheres to a policy of nondiscrimination and equal opportunity in all personnel actions in accordance with the principles of Equal Employment Opportunity and Affirmative Action (EEO/AA) under Board of Regents Policy, RP 1.205 ([III.A.12-1](#)); UH Executive Policy, EP 1.202 ([III.A.12-2](#)); Administrative Procedure, AP 9.890 ([III.A.12-3](#)); and Hawai‘i CC Policy, HAW 9.900 ([III.A.1-16](#)), which includes a commitment to “stress individual qualifications and prohibit discrimination on the basis of race, color, national origin, sex (including sexual harassment), religion, ancestry, age, marital status, disability, arrest/court record, sexual orientation, breastfeeding and National Guard participation.”

Formal EEO/AA analysis is conducted by the UHCC System on a regular basis and is incorporated into the recruitment/hiring processes. The College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the director of UHCC EEO/AA develops affirmative action plans (AAP) for minorities and women in accordance with federal contractor requirements on an annual basis. In addition, the director develops an affirmative action plan for protected veterans and individuals with disabilities (Part II) prepared in accordance with federal contractor

requirements ([III.A.12-4](#)). Faculty/staff with disabilities can seek assistance with the Human Resources office.

The director of UHCC EEO/AA works closely with the campus EEO/AA coordinator to monitor employment practices and recruiting and hiring decisions to ensure compliance with the laws. The campus EEO/AA coordinator oversees all aspects of the employment process, beginning with the selection of screening committee members and approval of interview questions before applications are reviewed, in addition to providing support for the College's diverse personnel.

The College is committed to creating a culture of equality, acceptance, and respect for all members of the campus community regardless of race, ethnicity, gender identity or sexual orientation in accordance with the UH System Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality and with relevant EEO/AA policies ([III.A.12-5](#)).

The College also participates in the UH System's Safe Zone program ([III.A.12-6](#)), with goals of promoting social justice and fostering a safe and inclusive community for LGBTQ+ students, faculty, and staff. Offices, faculty, and staff that have completed the Safe Zone training program may display the Safe Zone Ally poster. In addition, a list of faculty and staff members who have declared that they are allies and advocates is posted on the College's website ([III.A.12-7](#)).

Analysis and Evaluation

The College is committed to a policy of nondiscrimination and equal opportunity in employment decisions and strives to promote diversity through its programs, practices, and services to foster a culture of equality, acceptance, and respect for all members of campus.

LIST OF EVIDENCE

- [III.A.12-1](#) Board of Regents Policy, RP 1.205 Policy on Nondiscrimination and Affirmative Action
- [III.A.12-2](#) UH Executive Policy, EP 1.202 University Statement of Nondiscrimination and Affirmative Action
- [III.A.12-3](#) Administrative Procedure, AP 9.890 Equal Employment Opportunity Affirmative Action
- [III.A.1-16](#) Hawai'i CC Policy, HAW 9.900 Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy
- [III.A.12-4](#) Affirmative Action Plan
- [III.A.12-5](#) UH System LGBTQ+
- [III.A.12-6](#) UH System LGBTQ+ Equality Website
- [III.A.12-7](#) Safe Zone Program

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

All personnel at the College are considered State of Hawai'i employees and are therefore governed by the State Ethics Code, Chapter 84, Hawai'i Revised Statutes ([III.A.13-1](#)). All state employees must exhibit the highest standard of ethical conduct regarding gifts, confidential information, fair treatment, conflicts of interest, and disclosure. The statute also describes disciplinary action for violations.

Faculty and lecturers at the College are guided by a Statement of Professional Ethics in accordance with UHCC Policy, UHCCP 5.211 ([III.A.13-2](#)) based on the adoption of the American Association of University Professors Statement on Professional Ethics ([III.A.13-3](#)). This policy reinforces expectations and standards that faculty must strive to achieve in recognition of the special responsibilities placed upon them. The statement provides guidance in such matters as intellectual honesty, academic freedom, responsibilities to students, respect for colleagues, and impressions when speaking or acting as citizens.

Board of Regents Policy, RP 12.201 also sets forth ethical standards of conduct in research and scholarly activities ([III.A.13-4](#)). UH Executive Policy, EP 12.211 sets forth policies and procedures for responding to allegations of research and scholarly misconduct ([III.A.13-5](#)). When a formal allegation is rendered, the procedures provide due process rights as specified in the appropriate collective bargaining agreements to ensure that any decisions rest on evidence fully and fairly assessed.

In addition, Administrative Procedure, AP 8.025 outlines responsibilities of employees who perform or have authority for fiscal and administrative functions ([III.A.13-6](#)).

The College provides annual training for all employees regarding ethics, conflicts of interest, Title XII, Title IX ([III.A.13-7](#)), and sexual harassment.

All employees are also required to file the University of Hawai‘i Conflicts of Interest Disclosure Form Part I ([III.A.13-8](#)) in accordance with UH Executive Policy, EP 12.214 ([III.A.13-9](#)). When a conflict of interest situation arises, the guidelines in Administrative Procedure, AP 5.504 ([III.A.13-10](#)) set forth policies and procedures for determining the appropriate action for conflict resolution and possible implementation of a management plan. Further review may be conducted by other senior administrators and the UH Office of Research Services (ORS) ([III.A.13-11](#)); the case may also be referred to the Conflicts of Interest Committee to prepare written recommendations for management or elimination of the conflicts of interest.

Analysis and Evaluation

The College has established policies and procedures related to the professional ethics of all personnel. The College ensures the dissemination of information at the time of hiring and through ongoing, annual training and activities to further awareness. Clear policies and procedures are in place to address potential violations.

LIST OF EVIDENCE

- [III.A.13-1](#) Chapter 84 Hawai‘i Revised Statutes
- [III.A.13-2](#) UHCC Policy, UHCCP 5.211 Statement on Professional Ethics
- [III.A.13-3](#) Statement on Professional Ethics
- [III.A.13-4](#) Board of Regents Policy, RP 12.201 Ethical Standards of Conduct
- [III.A.13-5](#) UH Executive Policy, EP 12.211 Allegations of Research and Scholarly Misconduct
- [III.A.13-6](#) Administrative Procedure, AP 8.025 Fiscal Responsibilities within the University
- [III.A.13-7](#) Hawaii CC and Title IX Website
- [III.A.13-8](#) University of Hawai‘i Conflicts of Interest Disclosure Form
- [III.A.13-9](#) UH Executive Policy, EP 12.214 Conflicts of Interest and Commitment
- [III.A.13-10](#) Administrative Procedure, AP 5.504 Conflicts of Interest and Commitment
- [III.A.13-11](#) Office of Research Services

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's commitment to promoting lifelong learning within our *Kauhale* is also demonstrated with its support for the professional development of its faculty and staff. One of the College's 2017-18 institutional priorities (called Wildly Important Goals) is "Strengthening *Kauhale* through its human capital." Hawai'i CC promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad ([III.A.14-1](#)), and sabbatical leave ([III.A.14-2](#)).

Faculty and staff have attended national and international conferences to enhance job knowledge and stay current with trends in higher education programs and services. Recent conferences attended include the following:

- SCUP-52 ([III.A.14-3](#)), Society for College and University Planning – "We Strengthen and Transform Higher Education"
- NAFSA: Association of International Educators
- Strategic Enrollment Planning Executive Forum
- Community Colleges for International Development
- American College Counseling Association (ACCA) Conference
- International Union for Conservation Networks
- Council on Adult and Experiential Learning
- Association for Tropical Biology and Conservation (Merida, Yucatan, Mexico)
- Conference of the Americas on International Education & The Meeting of the Inter-American Space for Technical and Technological Higher Education (Montreal, Quebec, Canada)
- Transatlantic Connections (Bundoran, Donegal, Ireland).

The College and UHCC System support numerous professional development activities, including the following:

- The President's Emerging Leaders Program (PELP) ([III.A.14-4](#))
- WO Learning Champions ([III.A.14-5](#))
- Community College Leadership Champions ([III.A.14-6](#))
- Hawai'i Student Success Institute ([III.A.8.4](#))
- Hawai'i Great Teachers Seminar ([III.A.8-5](#))
- Innovative Educators Webinars ([III.A.14-7](#))
- APT/Civil Service Professional Development Day ([III.A.14-8](#)).

The College purchased a subscription to provide all personnel with a library of professional development webinars. The Innovative Educators webinar calendar provides a timeline of more than 150 live webinars per year ([III.A.14-9](#)). For those who prefer on-demand webinars, a library

of over 100 training topics is available, including At-Risk Populations, Campus Safety, Organizational Development, Student Success, Teaching & Learning, Technology, and Title IX ([III.A.14-10](#)).

Throughout the year, the Faculty/Staff Development Committee ([III.A.14-11](#)) coordinates professional development activities to help create a campus culture that emphasizes continuous learning and growth, to create opportunities for faculty and staff to develop their skills and further their careers, and to build unity and familiarity across the campus. The Professional Development Workshops calendar ([III.A.8-3](#)) serves as a resource for professional development and includes topics of interest such as campus safety ([III.A.14-12](#)), how to support those in crisis ([III.A.14-13](#)), and electricity savings ([III.A.14-14](#)). Participants complete evaluations to provide feedback to the presenters and to the committee; feedback is used as the basis for future professional development planning and improvements.

In conjunction with the Faculty/Staff Development Committee, the Instructional Technology Support Office (ITSO) ([III.A.14-15](#)), part of the Academic Support unit, researches and provides training for new technologies and strategies that enhance the achievement of student learning outcomes. In addition to regular campus workshops to refresh or refine skills related to online course development, Google applications, and other technologies ([III.A.14-16](#)), ITSO also administers the Online Course Development Program (OCDP) annually. The OCDP is an intensive training that covers online course development strategies, use of *Laulima* (UH learning management system) tools, and federal and College expectations of online courses; follow-up training and evaluation is conducted throughout the completion of the course development and teaching of the online class ([III.A.14-17](#)). ITSO uses data gathered from workshop evaluations, OCDP evaluations, and campus-wide surveys to inform future trainings.

All College personnel are eligible to apply for UH tuition waivers ([III.A.14-18](#)). These waivers allow qualified employees to take classes at any of the UH campuses, up to six credits per semester. This practice encourages personnel to remain “lifelong learners.”

The College identifies professional development needs and sufficiency of learning opportunities through campus climate surveys. As a follow up, EDvance (formerly the Office of Continuing Education and Training – OCET) sent out a survey to college staff and conducted in-person surveys to identify topics of interest for future trainings. The culmination of this effort was the first APT/Civil Service Professional Development Day in fall 2017, which was run in-house using a conference format with multiple workshops to choose from.

Other means to identify professional development needs come through use of the Institutional Change Assessment Tool ([III.A.14-19](#)), program/unit reviews, performance evaluations with supervisors, and open-house discussions with the chancellor.

Analysis and Evaluation

The College provides a wide range of professional development opportunities for employees, including campus based trainings; systemwide leadership development programs and conferences; state, national, and international travel grants; online webinar access; long-term sabbatical leaves; and college tuition waivers. Evaluations of professional development activities are used for future planning and improvement efforts.

LIST OF EVIDENCE

III.A.14-1	Study Abroad
III.A.14-2	Sabbatical Leave
III.A.14-3	Society for College and University Planning (SCUP) Annual Conference
III.A.14-4	Presidents Emerging Leaders Program
III.A.14-5	WO Learning Champions
III.A.14-6	Community College Leadership Champions
III.A.8-4	Hawai'i Student Success Institute
III.A.8-5	Hawai'i Great Teachers Seminar
III.A.14-7	Innovative Educators Webinars
III.A.14-8	APT Civil Service Professional Development Day
III.A.14-9	Webinar Calendar
III.A.14-10	List of Trainings
III.A.14-11	Faculty Staff Development Committee
III.A.8-3	Professional Development Workshops
III.A.14-12	Campus Safety Workshop
III.A.14-13	How to Support Those in Crisis
III.A.14-14	Electricity Savings
III.A.14-15	Institutional Technology Support Office
III.A.14-16	ITSO Summer Workshop Series
III.A.14-17	Online Course Development Program
III.A.14-18	Professional Improvement Sabbatical Leave
III.A.14-19	Institutional Capacity Assessment Tool

III.A.15 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.

Evidence of Meeting the Standard

The College's Human Resources office maintains the security and confidentiality of personnel records in accordance with state and federal laws, regulations, and rules. Personnel files for faculty and APT employees are maintained at the College, E/M and civil service personnel records are maintained by the UH of Human Resources (OHR) ([III.A.9-1](#)), and student employee records are maintained by supervisors.

Employees may view their personnel records by appointment by contacting the Human Resources office. Procedures governing an employee's access to their records are found in Administrative Procedure, AP 9.025 ([III.A.15-1](#)). This procedure complies with the provisions of the Fair Information Practice Act to provide confidentiality of personal records and access to an employee's personal records in accordance with Hawai'i Administrative Rules, Title 20, University of Hawai'i, Chapter 16, Personal Records ([III.A.15-2](#)). Under this procedure, employees seeking access to their records submit a request form to the designated custodian of the personal record.

The College makes provisions to maintain and secure E/M, faculty, and APT personnel records in accordance with Administrative Procedure AP, 9.075 ([III.A.15-3](#)). This procedure also governs an employee's access to their records in accordance with the Disclosure of Personal

Records ([III.A.15-4](#)) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai‘i Revised Statutes (HRS) ([III.A.15-5](#)).

Civil service personnel records are maintained and secured by OHR under State of Hawai‘i Department of Human Resources Development Policy 701.002 ([III.A.15-6](#)). Procedures to access these records are in accordance with the Disclosure of Personal Records ([III.A.15-4](#)) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai‘i Revised Statutes (HRS) ([III.A.15-5](#)).

All personnel records are kept in a locked filing cabinet inside a secure room accessible only to authorized individuals, including Human Resources staff and the vice chancellor for Administrative Services. The grand master key held by security personnel will not open the doors to these secure rooms.

All computer monitors in the Human Resources office have a privacy filter to protect information from unauthorized personnel who may walk into the office without an appointment. Human Resources staff members are trained to protect the confidentiality of any open personnel records or documents by covering the file or minimizing the document on their computer screen.

Any UH employees, including student hires, that access sensitive information are required to sign UH Form 92 – General Confidentiality Notice ([III.A.15-7](#)). This form acknowledges that the employee understands that sensitive and confidential information must be protected in accordance with UH Executive Policy, EP 2.210 ([III.A.15-8](#)), which provides procedures and practices for the acceptable use and management of all information technology resources, and with UH Executive Policy, EP 2.214 ([III.A.15-9](#)), which provides the framework for specific procedures and practices associated with systems and files that contain sensitive, personal, and confidential information.

Confidential files that are transferred between campuses are marked “CONFIDENTIAL” and sent via U.S. Mail or delivered by authorized personnel. Electronic files that are confidential are sent via the UH FileDrop system which uses SSL to send an encrypted email to the specified recipient with a randomly generated URL to download the file(s) ([III.A.15-10](#)). As an additional level of protection, the “Require Authentication” checkbox is used to require the UH login and password of the intended recipient. The recipient must have both the random URL and UH username and password in order to download any files. The sender also selects a file expiration date between 1 to 7 days. The email sent to the recipient contains the date and time at which the files will be deleted.

Analysis and Evaluation

All College personnel records are locked in a secure room with restricted access. Procedures governing the secure transfer of files are strictly observed. Employees may request to view their personnel records by following established procedures.

LIST OF EVIDENCE

- [III.A.9-1](#) Office of Human Resources
- [III.A.15-1](#) Administrative Procedure, AP 9.025 Fair Information Practice
- [III.A.15-2](#) Hawai‘i Administrative Rules

- [III.A.15-3](#) Administrative Procedure, AP 9.075 Personnel Records
- [III.A.15-4](#) Employee's access to their records
- [III.A.15-5](#) Uniform Information Act Chapter 92F
- [III.A.15-6](#) State of Hawai'i Department of Human Resources Development Policy 701.002 Employee
Related Personnel Files
- [III.A.15-7](#) UH Form 92 General Confidentiality Notice
- [III.A.15-8](#) UH Executive Policy, EP 2.210 Use and Management of IT Resources
- [III.A.15-9](#) UH Executive Policy, EP 2.214 Data Classification and information Security Guidelines
- [III.A.15-10](#) FileDrop

III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College offers courses, programs, and learning support services at the following three primary campuses ([III.B.1-1](#)):

Manono campus. The Manono campus, located in Hilo, consists of 20.7 acres with 27 buildings, some used by the University of Hawai‘i at Hilo (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.

UH Hilo campus. The UH Hilo campus, located a half mile from the Manono 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, vocational shops, and the Learning Center (TLC). The College also shares facilities with UH Hilo, including the Edwin H. Mookini Library, the Kilohana Center, the Campus Center, the theatre, and the 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. Hawai‘i CC and UH Hilo also share an off-campus 110-acre farm lab, Hilo Pana‘ewa Agricultural Park, which consists of a small office building, numerous greenhouse structures, crop fields, and auxiliary buildings for livestock.

Pāalamanui campus. The Pāalamanui campus is located in Kailua-Kona, approximately 75 miles west of the Manono campus. The five buildings on this 78-acre site house classrooms, labs, a computer lab, a library/learning center, and support services. In addition to delivering Hawai‘i CC classes, the Pāalamanui campus also hosts the University of Hawai‘i Center, West Hawai‘i, which provides access to distance programs delivered by other UH campuses.

To meet the demand for higher education across the island, the College began offering courses in West Hawai‘i in the 1980s in 12,500 square feet of leased space in a retail center. After obtaining funding from the state and Pāalamanui LLC, the Pāalamanui campus was built and the College began teaching classes there in fall 2015. With 24,000 square feet of learning space dedicated to serving students, the new facility has space for courses, programs, and learning support services ([III.B.1-2](#)).

In addition to the locations that are maintained by the UH System, Hawai‘i CC also offers classes at schools across Hawai‘i island. Classes are offered at Hilo High School, Ke Kula o Ehunuikaimalino, Kea‘au High School, Kealakehe High School, Konawaena High School, Pāhoa High School, and Waiākea High School. These facilities are maintained by the administration at each of the school sites.

The UH System, the UHCC System, and the College share responsibility for providing safe and sufficient physical resources. Major capital projects are managed by the UH System. Minor projects, including all maintenance and health and safety repairs, and projects that require professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH). When appropriate, the FEH assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. The UHCC System also supports the College by acquiring and allocating Capital Improvements Program (CIP) funding and implementing construction projects on the campus.

The College conducts regular physical inspections and requests assistance from the FEH to assess or evaluate health and safety issues, code compliance, etc. The Auxiliary and Facilities Services (AFS) manager oversees the planning and maintenance of the campus and serves as the primary campus liaison with the FEH. Limited Fire and Safety audits are conducted annually by the UHCC environmental safety specialist to identify fire code violations. When the need arises, FEH representatives and the Hawai‘i CC vice chancellor for Administrative Services (VCAS) also conduct physical inspections of the campuses to evaluate federal, state, and county requirements regarding building codes; Americans with Disabilities Act (ADA) compliance; and repair/maintenance issues. Inspections are also used to evaluate project requests made by the College and to identify facilities in need of health and/or safety upgrades (see also Standard III.B.2).

The College also evaluates the safety and sufficiency of physical facilities during annual unit and program reviews, which include an analysis of health and safety needs ([III.B.1-3](#)). The VCAS and the AFS manager review and prioritize requests based on the impact to instruction and services. Units and programs may also use their departmental 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. Unsafe facilities can be reported by calling the Planning, Operations, and Maintenance (POM) office, emailing the AFS manager, or submitting a request through eFacilities, a computerized maintenance management system, which is discussed in Standard III.B.2.

Facility and technology needs for Hawai‘i CC Distance Education (DE) and off-site classes are determined by each individual program, taking into account the needs of the students and the availability of physical space with the required technology. Program needs for distance learning can be submitted via the comprehensive review process, further detailed in Standard III.B.2.

The Hawai‘i CC Security office, which operates 24 hours a day, 365 days a year, is responsible for public safety at the Manono and Pālanui campuses. The office is responsible for numerous campus safety and security programs, including emergency management, community safety and security education, and physical security, including security technology, behavioral threat assessment, and special event management ([III.B.1-4](#)). To provide safe and secure access to its campuses, Hawai‘i CC Security controls vehicular access to the Manono and Pālanui campuses via gates at the driveways entering the campuses.

For the UH Hilo campus, the UH Hilo administration ensures that facilities have appropriate access, safety, and security.

All three campuses are ADA compliant, providing accessible walkways and buildings and requisite handicap parking stalls. In summer 2016, upgrades were completed on the installation of three automatic door openers for ADA access. Also, each campus has clearly identified all-gender restrooms ([III.B.1-5](#), [III.B.1-6](#), [III.B.1-7](#)).

The College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), which include security and facilities access, crime reporting procedures, crime prevention programs, and the relationship between campus security and local law enforcement. As part of the reporting process mandated by the Clery Act, the security environment of the campus is assessed annually ([III.B.1-8](#)). Campus security authorities receive annual training relevant to their responsibility to report conditions that jeopardize student safety. The UHCC also provides training and oversight for compliance with Clery Act and workplace violence reporting and training. In addition, UHCC Policy, UHCCP 11.600 provides guidance regarding continual development and implementation of safety and security matters, including conditions for hiring and training College security officers ([III.B.1-9](#)). In summer 2016, the UHCC System provided funding to improve door hardware and locking systems to support security in the event of a campus lock-down.

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 training on hazardous materials awareness and hazardous waste management procedures, as well as 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 ([III.B.1-10](#)). The College also maintains a Hazardous Materials/Hazardous Waste Management program ([III.B.1-11](#)).

The following practices are also in place to assure access, safety, security, and a healthful environment:

- UH Systemwide email and cell phone alert system for emergency notification
- Emergency call boxes with blue identification lights ([III.B.1-12](#))
- Automated External Defibrillators (AED) located throughout campuses and associated training provided ([III.B.1-13](#), [III.B.1-14](#))
- Security cameras at the Manono and Pālanui campuses
- Campus directory and maps located throughout campuses.

Analysis and Evaluation

The UH System, UHCC System, and the College work collaboratively to provide safe and secure access to physical resources through effective safety and maintenance processes at all locations where it offers courses, programs, and learning support services. Facilities are inspected annually and evaluated with awareness of health, safety, and accessibility issues. All buildings on all three campuses are accessible and ADA compliant. Campus security personnel are well-trained and on

patrol year-round. The UHCC System's FEH provides assistance in the management of hazardous materials and waste, and performs safety inspections. College personnel are able to report safety and resource concerns via POM, the online maintenance management system, and in program and unit reviews.

LIST OF EVIDENCE

III.B.1-1	Campus Maps
III.B.1-2	Pāalamanui News Article
III.B.1-3	Program and Unit Review
III.B.1-4	Campus Security
III.B.1-5	Manono Gender Restrooms
III.B.1-6	Pāalamanui Gender Restrooms
III.B.1-7	UH Campus Map
III.B.1-8	2016 Annual Security Report
III.B.1-9	UHCC Policy, UHCCP 11.600 Safety and Security Programs
III.B.1-10	UHCC Environmental Health Website
III.B.1-11	Hawai'i Community College Hazardous Materials/Hazardous Waste Management Program
III.B.1-12	Blue light call box Manono locations
III.B.1-13	Automated External Defibrillators (AED) Hilo locations
III.B.1-14	Automated External Defibrillators (AED) Kona locations

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Hawai'i CC engages in ongoing maintenance of its existing physical resources and develops plans to meet the changing needs of the College community.

On a regular basis, campus buildings and grounds are monitored by building occupants, janitorial/custodial/maintenance staff, and security personnel. Faculty and staff participate in the maintenance of physical resources by reporting and requesting services through eFacilities AiM ([III.B.2-1](#)), a computerized maintenance management system that is used for campus work requests. As work requests are submitted via eFacilities AiM, the AFS manager conducts a visual inspection of the campus facilities, equipment, and grounds to assess needs for acquiring, maintaining, repairing, or upgrading resources. Facilities or equipment that have received multiple requests or complaints are carefully monitored. Smaller scale repairs and maintenance are undertaken using campus financial resources and personnel.

Every three years, programs and units submit comprehensive reviews, which include requests for maintenance and upgrades of facilities and equipment for the purpose of achieving program and unit outcomes ([III.B.2-2](#)). In the comprehensive review, programs and units assess effective utilization of their resources and determine their needs for the development and growth of their programs and units, aligning needs with the mission, vision, learning outcomes, and strategic directions. Once the comprehensive review is submitted, the College Effectiveness Review

Committee (CERC) evaluates the information provided in the report. The CERC evaluation is submitted to the campus administration for their review and prioritization of any requested facilities and equipment purchases, repairs, or replacements ([III.B.2-3](#)).

To modify, renovate, expand, or update a facility, programs and units submit a facilities modification request form ([III.B.2-4](#)). Upon approval by the campus administration and the UHCC System Office of Capital Improvements, the requested modification is added to the Hawai‘i CC Capital Improvements Program (CIP). Approved projects require funding from either the campus or the UHCC System. A need for additional DE facilities can also be requested by the program via a facilities modification request form. This form is first reviewed by the campus administration; once approved, it is sent to the Facilities and Environmental Health Office (FEH) for approval. If approved by FEH, it returns to the College and is added to the Hawai‘i CC Repair, Maintenance and Renovation Projects list for tracking and prioritization.

When the cost of purchase, repair, maintenance, or upgrade is more than \$25,000, the campus must contact the UHCC System for possible funding. At the UHCC System level, projects are prioritized by weighing the relative importance of each project against the needs of the seven UHCC campuses. Priorities are determined by considering multiple factors, including, but not limited to, work order occurrences, failure of systems, complaints from users, and long-range plans. Funding is appropriated by the Hawai‘i State Legislature in three categories: Capital Renewal and Deferred Maintenance (CRDM), Minor CIP, and Major CIP Line Item Projects.

CRDM is prioritized by each campus, taking into account the predictable lifetimes of facility sub-systems and the facilities that have failing sub-systems. Funding is allocated as a “lump sum” to the UHCC System, and projects are prioritized by the UHCC System to remediate or eliminate the code and safety needs of the campuses. Minor CIP include projects that are estimated at less than \$5 million and that modernize classrooms/learning environments. Major CIP Line Item Projects typically exceed \$5 million and include new construction and renovation.

For DE, technology support is shared by the UH System, which provides major enterprise systems and the UH technical infrastructure, and by the colleges, which provide on-campus support for students and staff using technology resources. The UH System has a high-speed digital network connecting all campuses, learning centers, libraries, and Department of Education (DOE) schools. The College provides teaching and learning space as well as DE equipment needs, such as video conference equipment, which is maintained by the Media Services unit of Academic Support.

Analysis and Evaluation

Through ongoing evaluation and the use of a computerized maintenance management system, the College regularly identifies problems and maintains the physical resources of the campuses. Program and unit reviews, integrated planning processes, and facilities modification requests enable administrators to evaluate the effective use of facilities and equipment and to prioritize the anticipated needs of the campus.

LIST OF EVIDENCE

[III.B.2-1](#) eFacilities AiM

- [III.B.2-2](#) 2016 MWIM Comprehensive Program Review
- [III.B.2-3](#) Review and Budget Process
- [III.B.2-4](#) Facilities Modification Request

III.B.3 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.

Evidence of Meeting the Standard

As described in Standards III.B.1-2, the College evaluates the effectiveness of its facilities and equipment regularly via several processes, including program and unit reviews, and collaborates with the UH and UHCC Systems to monitor and prioritize repair and replacement needs.

Hawai'i CC participates in the UHCC System annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for ongoing capital reinvestment. The FRRM uses campus building information and life-cycle methodology to estimate deferred maintenance and future capital repair needs ([III.B.3-1](#)). Visual inspections are also conducted as needed in conjunction with the FEH, and evaluations are made regarding the prioritizing of new projects ([III.B.3-2](#)).

Current efforts to avoid underutilization of classroom space include analysis of room usage for possible repurposing. Currently, certain rooms are assigned to specific departments or academic programs, while other campus facilities are assigned by POM. Each program oversees the use of the classroom space allocated to the program; rooms are scheduled according to the needs of the program, including DE course needs. To use classrooms and other facilities, instructors must follow the Hawai'i CC Facilities Use Practices, Procedures and Terms of Use ([III.B.3-3](#)).

The College works with UH Hilo to effectively use space on the shared Hilo campuses.

Analysis and Evaluation

The UHCC System provides support for physical resources through the FRRM report and the regular maintenance schedule. The College ensures that facilities and equipment are regularly evaluated and that improvements are made to support programs, services, and student learning.

LIST OF EVIDENCE

- [III.B.3-1](#) Facility Renewal Reinvestment Study 2016 Update
- [III.B.3-2](#) Capital Improvement Projects
- [III.B.3-3](#) Facilities Use Practices Procedures and Terms of Use

III.B.4 Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Major projects are submitted through the UH System Office of Project Delivery, formally the Office of Capital Improvements ([III.B.3-2](#)). As described in Standard III.B.2, projects are prioritized at the UHCC System level by weighing the relative importance of each project against the needs of the seven UHCC campuses. At the UHCC level, the UHCC Associate Vice President for Administrative Affairs oversees major repair and maintenance projects ([III.B.4-1](#)).

The UHCC System has developed a 6-Year Vision & Plan, which spans 2018-2023 ([III.B.4-2](#)). Currently, UHCC's focus is to implement a building and grounds maintenance program that minimizes deferred maintenance while enhancing student learning through the creation and implementation of design standards for classrooms and laboratories that reflect modern teaching approaches. UHCC is also committed to ensuring that equipment is current and meets industry standards, and to developing and maintaining a high-speed digital environment on all campuses, consistent with the facilities-related strategic plan.

The UHCC Strategic Directions 2015-2021 provides a vision for modern teaching and learning environments at UHCC campuses ([III.B.4-3](#)). To address DE needs, UHCC commits to ensuring that the digital networks are constructed and maintained in a manner that takes full advantage of the UH intercampus network. Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, UHCC assesses all of its internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students in general ([III.B.4-4](#)). Necessary upgrades are implemented based on this assessment. DE needs that exceed the funds available at the campus level are incorporated into the Hawai'i CC long-range capital goals and are submitted to the UHCC System for review and inclusion in the UHCC 6-Year Vision & Plan ([III.B.4-3](#)).

Directly aligned with the UHCC Strategic Directions 2015-2021, Hawai'i CC's Strategic Directions 2015-2021 ([III.B.4-5](#)) are used to prioritize budget requests for projects that will be submitted to the UHCC System and to the Hawai'i State Legislature. In accordance with state law, UH submits a biennium budget request to the governor and legislature for their consideration during the regular legislative session; supplemental budget requests may also be submitted.

Hawai'i CC's long-range capital goals reflect the projected costs of facilities and equipment. The College's institutional planning incorporates planning for new facilities and equipment, with input provided by the administrative team; unit, division, and department chairs; and CERC evaluation of program and unit reviews.

The College has developed Long Range Development Plans (LRDPs), which incorporate institutional improvement goals and provide facility cost projections. For new facilities, the total cost of ownership is managed by the UH System and UHCC System, while the UHCC FEH considers the total cost of ownership when implementing projects. Considerations in the total

cost of ownership include purchase cost, maintenance, and lifespan. The 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. The College currently has three LRDPs: two for a Hilo campus and one for the Pālanuanui campus.

For the Hilo campus, two plans have been developed. The first is the Hawai‘i CC Manono Campus Long Range Development Plan 2010 Revision and Update, the most recent in a series of plans for a consolidated campus in Hilo ([III.B.4-6](#)). This plan details an expanded campus at the Manono site and addresses needed infrastructure upgrades to aging facilities. More recently, an alternative plan was created, the Hawai‘i CC Long Range Development Plan Update 2025 ([III.B.4-7](#)), which proposes relocating the College to a new site approximately 2.6 miles away from the current Manono campus location. Both plans consolidate services to one location with adequate facilities, including new buildings, additional parking, and improved communal areas ([III.B.4-8](#)). This consolidation will assist the College in accomplishing its mission, improving support of student achievement and helping it reach the 21st Century Facilities strategic direction. Currently, the LRDP for Manono campus is being revised and updated for presentation to the BOR in 2018.

The College’s plan for the Pālanuanui campus is found in the University of Hawai‘i Center – West Hawai‘i Long Range Development Plan 2009 Revision and Update ([III.B.4-9](#)). Updating the original LRDP that was completed in 1998, this plan addresses changes in the West Hawai‘i community, progression of nearby development projects, and the Environmental Impact Statement completed in 2000. It maps the development of the new, permanent Pālanuanui campus in Kona. This LRDP establishes a permanent campus for West Hawai‘i and includes additional instructional programs, allowing for expansion of offerings to the students of West Hawai‘i. Located in the midst of lava lands never before developed, this plan establishes a university-centered village to be developed in four phases. Phase 1 has been completed thus far.

Analysis and Evaluation

Long range planning has addressed changes in program needs 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 the Pālanuanui campus making progress toward achieving that goal. In its efforts to update the current Hilo campus LRDP, the College recognizes the ongoing uncertainty in securing the necessary state appropriations.

LIST OF EVIDENCE

III.B.3-2	Office of Capital Improvements
III.B.4-1	Administrative Affairs Facilities and Environmental Health
III.B.4-2	Six year CIP Strategy
III.B.4-3	Modern Teaching and Learning Environments
III.B.4-4	Alerts
III.B.4-3	Modern Teaching and Learning Environments
III.B.4-5	21st Century Facilities
III.B.4-6	Manono Campus Long Range Development Plan 2010 Revision and Update

- [III.B.4-7](#) Komohana Long Range Development Plan
[III.B.4-8](#) Hawai'i Community College – Serving Island-wide
[III.B.4-9](#) West Hawai'i Long Range Development Plan 2009 Revision and Update

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Hawai'i Community College provides technology resources at its primary campuses and several remote locations, including Kona Nursing Resource Center (KNRC) in Kealahou and the Ka'u Resource & Distance Learning Center (KRDLC) in Pahala. The College provides technology support to meet current learning, teaching, communications, and operational needs at all locations. As technology improves, Hawai'i CC resources change and evolve appropriately to meet the needs of the College, as well as the community it serves.

Computer Services/IT Support and Media Services provide support for academic and administrative computing and communications technology, as well as maintenance of faculty/staff/administration computers, network infrastructure (wired and wireless), VOIP phone system, and servers. They also provide a range of services including technological research and recommendations; purchasing, coordination, and installation of software products; and support for distance education technology, multimedia display, and other technologies.

The majority of the technology decisions for the network infrastructure (e.g., cabling, layout, equipment, etc.) are made by Computer Services ([III.C.1-1](#)). Occasionally, network infrastructure decisions may be mandated or driven by University of Hawai'i (UH) System changes made by UH Information Technology Services (ITS). Other technology decisions are made in consultation with relevant stakeholders, including administration, faculty, funding agencies, and community partners such as KRDLC and the Workforce Development Division.

Technology needs at the campus come from a variety of sources (e.g., new employees, grant-funded projects, program reviews, network infrastructure change, or new/replacement computers for a classroom, department, or office). Once a decision has been made to purchase computers/printers/software due to a need, Computer Services is notified, purchases are made, equipment arrives, and Computer Services provides setup and support for the purchased equipment.

Classroom, lab, and most administrator and staff computers are on a four-year hardware replacement cycle. Normally, the oldest are replaced first. Remaining computers, depending on availability, are refreshed/recycled with more memory and upgraded storage.

All software is reviewed by Computer Services/IT Support prior to purchase to ensure compatibility with existing systems. The majority of the College's computers run Windows 7 and 10. All of the College's Macs run OSX. Standard software includes the Microsoft Office suite to ensure uniformity ([III.C.1-2](#), [III.C.1-3](#)). Computer Services/IT Support regularly installs standard software products, including Adobe programs such as Acrobat Reader, Flash Player and Shockwave Player, Firefox, Chrome, Java, and McAfee Enterprise + AntiSpyware Enterprise ([III.C.1-2](#)). In addition, divisions and departments may purchase specialized software for use on

networked or individual computers ([III.C.1-4](#)). Provisions for reliability, disaster recovery, privacy, and security are described further in Standard III.C.3.

In addition to the College's telephone and voicemail system, the College uses a variety of communication technologies, including Polycom videoconferencing, which is used regularly to facilitate meetings between Hilo and Pālanui as well as to link to other UH campuses and to conduct distance learning courses. The College offers distance education (DE) through a variety of modes, including the internet, videoconferencing, and interactive television. DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Design, development, and oversight of the administration of the College website ([III.C.1-5](#)) is provided by Hawai'i CC's web developer ([III.C.1-6](#)).

The UH System relies on email as the primary means of communication, issuing employees and students email accounts. The College also maintains several social media accounts, including Facebook ([III.C.1-7](#)), Twitter ([III.C.1-8](#)), Flickr ([III.C.1-9](#)), YouTube ([III.C.1-10](#)), and Instagram ([III.C.1-11](#)). The College provides access to the internet, MyUH (the UH System's integrated student information system), the STAR online student information and advising tool, and to *Laulima*, the web-based course management system 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* is an open-source Sakai learning management system ([III.C.1-12](#)). It is maintained by UH System IT support, available daily by phone from 7 a.m. to 11 p.m. and by email 24 hours per day ([III.C.1-13](#)).

All Hawai'i CC classrooms are equipped with an instructor workstation that includes a computer and visual presenter. Most programs use photocopiers, scanners, overhead projectors, visual presenters, and DVD players. The majority of non-instructional and service unit staff are equipped with a VOIP phone and computer. A small minority have a VOIP phone and computers shared among a group of staff. Most units have printers and a multifunction printer/scanner/fax.

Additional computers, mobile laptop carts, and multimedia equipment are also provided in specialized labs for designated classrooms and programs. Fully equipped labs and classrooms are located at the three primary campuses and at three off-site locations. Interactive Television (ITV) classrooms are equipped with Polycom videoconferencing equipment in 18 College classrooms—three on the UH Hilo campus, seven on the Manono campus, and eight at the Pālanui campus.

Electronic classrooms and laptop carts are provided in the following locations/programs:

- Manono campus
 - Electronic classrooms--Intensive English Program (IEP); Digital Media Arts (DMA); EDvance (formerly the Office of Continuing Education and Training--OCET); Tropical Forest Ecosystem and Agroforestry Management (TEAM); Architectural, Engineering, and CAD Technologies; Hale Kea Advancement and Testing Center (HKATC); Counseling; Electronics; Nursing; Cafeteria Lab; Hā'awi Kōkua

- Laptop Carts--STEM Center, English, Counseling, Hawai'i Life Styles, Cisco, DMA, Nursing, EDvance
- UH Hilo campus
 - Electronic classrooms--Business Education and Technology (BEaT), English, the Learning Center (TLC), Auto Body, Auto Mechanics, Diesel, Machine Welding and Industrial Mechanics
 - Laptop Carts--English
- Pālanuanui campus
 - Electronic classrooms--Library and Learning Center, Hā'awi Kōkua, Counseling, Computer Lab
 - Laptop Carts--English, DMA, Nursing, Student Services
- Offsite locations (desktop computers)
 - Kona Nursing Resource Center (KNRC) in Kealahakua
 - Ka'ū Resource & Distance Learning Center (KRDLC) in Pahala.

In addition to classrooms and labs with computer and multimedia equipment, many programs require specialized instructional technology. Examples include Nursing's SimMan mannequin simulator, DMA's three-dimensional printer, BEaT's Cybersecurity Tableau Write Protection Kit, EDvance's Flow and Level Process Control Trainer and Virage Truck Simulator, and TEAM's drone (in the near future) for forest surveying.

Outside of the classrooms, students have access to computers with internet access at libraries, learning centers, and computer labs. In addition, wireless access is available at the three main campuses.

As discussed in Standard II.B.1, 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 Pālanuanui campus, both of which 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 College operates three learning centers that provide computers and standard software applications, located at the Manono campus (HKATC), the UH Hilo campus (TLC) and the Pālanuanui campus (Pālanuanui LLC). HKATC and Pālanuanui LLC contain dedicated testing facilities for placement testing using internet-based Accuplacer tests as well as proctored exams for DE. HKATC and TLC also provide ADA compliant workstations for students with disabilities.

The College's Hā'awi Kōkua Program provides additional services, resources, and access to assistive and adaptive technology for students with disabilities in Hilo and West Hawai'i. Hā'awi Kōkua operates labs on the Manono campus and at the Pālanuanui campus, which include 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.

In addition to computers and software, the learning centers offer tutoring assistance for students requesting help with a variety of computer and online resources, including the internet, online registration, Microsoft Office, Quickbooks, MyMathLab, EdReady, and Brainfuse. Staff members also help faculty with computer questions, including the use of the smartboard projection unit in the TLC mini classroom.

UH ITS has responsibility for planning, policy, coordination, external relations, and operational activities related to information technologies for the University of Hawai‘i System ([III.C.1-14](#)). The College provides support for many of these technologies, including the student information ([III.C.1-15](#)), curriculum ([III.C.1-16](#)), financial ([III.C.1-17](#)), and learning management systems ([III.C.1-18](#)).

Analysis and Evaluation

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support Hawai‘i CC’s management and operational functions, academic programs, teaching and learning, and support services. The College serves three primary campuses as well as other remote locations, and provides sufficient technology support to meet current learning, teaching, communications, and operational needs at all locations.

LIST OF EVIDENCE

III.C.1-1	About Computer Services
III.C.1-2	Standard Software
III.C.1-3	IT Supported Software
III.C.1-4	Special Software
III.C.1-5	Hawai‘i Community College Website
III.C.1-6	Hawai‘i CC Web Support
III.C.1-7	Facebook
III.C.1-8	Twitter
III.C.1-9	Flickr
III.C.1-10	YouTube
III.C.1-11	Instagram
III.C.1-12	Laulima
III.C.1-13	Help Desk
III.C.1-14	Information Technology Services Strategic Plan May 22, 2015
III.C.1-15	Academic Support
III.C.1-16	Curricula
III.C.1-17	Financial
III.C.1-18	Learning Management System

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

As technology is one of the central elements of the Hawai‘i CC learning experience ([III.C.2-1](#)), procedures are in place for acquisition, regular maintenance, and replacement of technology resources.

In accordance with UH Administrative Procedure, AP 8.540 ([III.C.2-2](#)), individual departments and divisions maintain inventory records on technology purchased through their budgets. In addition, Computer Services/IT Support maintains records on all laptops, networked computers, and printers and ensures all computer software and peripherals are compatible with existing systems. Computer Services/IT Support records are contained in Lansweeper.

The College's Computer Services/IT Support maintains replacement schedules for computer hardware, purchases extended warranties for computer systems, develops server data recovery and back-up plans, provides for data privacy on computer systems and networks, and creates emergency response plans. Classroom, lab, and most administrator and staff computers are purchased with service warranties and are on a four-year hardware replacement cycle. In addition, departments, divisions, and units identify ongoing technology needs and submit requests 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.

The College's Media Services has a prioritized replacement schedule for media equipment such as Polycom units, cameras, mics, projectors, and TVs ([III.C.2-3](#)). For multimedia equipment purchases, Media Services provides research and checks compatibility, maintains inventory records, 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.

Technology needs at the UH System level are driven by the UH ITS Strategic Plan ([III.C.1-14](#)). UH ITS also provides technology project updates on its Projects page ([III.C.2-4](#)).

At the College level, faculty and staff are given the opportunity to request technology upgrades that fulfill their program/unit needs in their comprehensive program/unit reviews. To guide longer term planning, the College developed a Technology Master Plan (TMP), the Information Technology Strategic Plan 2013-2015 ([III.C.2-5](#)). A key feature of the plan recommended the hiring of an IT manager to lead the implementation of the plan. Due to budget limitations, the establishment of the position has been delayed. Plans are now underway to reallocate an existing position to assume the role of the manager as the College pursues another IT staff position in the next legislative session ([III.C.2-6](#)).

Analysis and Evaluation

Hawai'i CC plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Computer Services/IT Support and Media Services follow regular schedules for computer hardware and other equipment purchase and replacement, data recovery and back-up plans, and for installation updates to software products as needed.

LIST OF EVIDENCE

- [III.C.2-1](#) Learning Experience Section
- [III.C.2-2](#) Administrative Procedure, AP 8.540 Physical Inventory
- [III.C.2-3](#) Media Equipment Replacement Schedule
- [III.C.1-14](#) Information Technology Services Strategic Plan May 22, 2015
- [III.C.2-4](#) ITS Projects

- [III.C.2-5](#) Technology Master Plan
[III.C.2-6](#) Reorganization Proposal

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The responsibility for technology resources is shared between the UH System and the College. 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.

The UH ITS provides support services for teaching, learning, public services, administration, and research to the UH community ([III.C.3-1](#)) in the areas of administrative services, academic technologies, cyber infrastructure, enterprise systems, information security, and technology infrastructure ([III.C.3-2](#)). ITS organizes an annual All Campus IT Workshop for IT Specialists to meet and receive updates on technology ([III.C.3-3](#)) and provides guidance and assistance to keep the UH resources safe and secure from cyber and physical threats. ITS also sends alerts to the UH community ([III.C.3-4](#)) and runs a help desk service, help@hawaii.edu, which is available for phone and email support daily from 7 a.m. to 11 p.m., including holidays, except for maintenance times ([III.C.3-5](#)).

Network connectivity (wired and wireless) and VOIP phones are available 24 hours a day, 7 days a week. Wireless network access, as well as access to networked computers, requires authentication using UH usernames and passwords. Tools used for distance education are secure and reliable, and the Hawai'i CC website is secure against compromises. Server scans and data rooms are monitored ([III.C.3-6](#)). The UH System ITS Technology Infrastructure Office ensures that there is maximum availability, quick response to down time, and reliable network connectivity for all network services/delivery modes within the UH System as well as to the internet.

Computer Services/IT Support continually monitors the campus network and responds to network interruptions caused by network equipment on campus. Computers and network equipment have usernames and passwords to ensure data privacy and protection. In the event of a power interruption, uninterrupted power supplies (UPSs) provide emergency power to servers, computers, and network equipment to allow users to shut down their computers and Computer Services/IT Support to properly shut down servers and network equipment.

Hardware (desktops, laptops, tablets, and peripherals) are purchased from credible and reliable manufacturers, and all College computer systems are protected by McAfee anti-virus software ([III.C.3-7](#)). McAfee VirusScan Enterprise software is made available through a site license agreement between UH and McAfee, and is used to detect and take action on potentially unwanted spyware and cookies ([III.C.3-8](#)). McAfee and Windows updates are performed as automatic updates at scheduled times on computers.

Computer system reliability is maintained through several methods. The majority of general-use classroom/lab computers are configured with Faronics Deep Freeze software, which prevents unwanted workstation changes, whether accidental or malicious ([III.C.3-9](#)). These computers are “unfrozen” weekly while automatic updates are applied. Computer Services/IT Support also retains administrator rights on most networked computers, which helps to minimize the frequency and severity of viruses, malware, and other computer problems.

Computer Services/IT Support uses a back-up system to address disaster recovery of server information. For example, servers are physically secured and data are automatically backed up to another server and tape weekly. Tapes are secured and stored in a safe. Data from this server is then transferred to another server in a different building on a weekly basis. Users are generally responsible for their own data recovery, and many offices use UPS battery backups that provide emergency power in the event of a power interruption to allow users to properly store data and shut down their computers.

Analysis and Evaluation

Technology resources at all College locations are implemented and maintained by UH ITS and Hawai‘i CC’s Computer Services to ensure reliable access, safety, and security. Computer Services/IT Support ensures system security by using a back-up system. Software updates for virus scanning software are made available through a site license agreement and are used to detect and take action on potentially unwanted spyware and cookies. All networked computers and wireless network access require log-in authentication to maintain privacy and security of data exchanged by students, faculty, and staff.

LIST OF EVIDENCE

III.C.3-1	IT Services
III.C.3-2	ITS About
III.C.3-3	All Campus IT Workshop 2017
III.C.3-4	Alerts
III.C.3-5	Help Desk Services
III.C.3-6	UH Server Registration Program
III.C.3-7	UH Computer Virus and Threat Information
III.C.3-8	Anti-virus for Windows
III.C.3-9	Deep Freeze

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Hawai‘i CC provides technology instruction and support for faculty, staff, students, and administrators in the form of distance education (DE) support, computer and media training, professional development workshops, and other support services.

Distance Education Support

The Instructional Technology Support Office (ITSO) ([III.C.4-1](#)), part of the Academic Support unit, provides ongoing training and support for DE instructors. ITSO delivers training programs and workshops, creates instructional and reference materials, and provides one-on-one faculty support. Evaluations are conducted for ITSO trainings, workshops, and services.

Media Services provides multimedia equipment training for faculty teaching via videoconferencing. Prior to the start of each semester, Polycom equipment training is offered to instructors using videoconferencing classrooms. Tips and strategies to adapt face-to-face curriculum to the videoconferencing delivery mode are also presented.

Support for DE students is provided by Learning Center staff, as well as via the UH ITS Help Desk ([III.C.1-13](#)).

Computer and Media Training

Technology training and professional support for faculty, administrators, and staff are offered throughout the year by a number of different departments, programs, and non-instructional support units, as well as through services offered across the UH System. Group trainings and training for nonstandard computer hardware/software can be requested through the Faculty/Staff Development Committee or EDvance. 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.

In addition to providing Polycom training to faculty, Media Services also provides Polycom and general multimedia equipment training to all personnel upon request.

Computer support for students is provided by several academic support units, including the learning centers, STEM Center, and I Ola Hāloa Center for Hawai'i Life Styles. In addition, students can obtain support via the UH ITS Help Desk ([III.C.1-13](#)).

Professional Development Workshops

Throughout the semester, the Faculty/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*, Turnitin, and other web-based instructional resources. The committee conducts evaluations after each workshop, and conducted a survey in spring 2015 to assess the training needs of faculty and staff. Individuals or departments can also request specific topics for workshops or training via the committee's webpage ([III.C.4-2](#)).

Other Support Services

Training and ongoing support for faculty and staff are provided by campus and/or system level personnel for web-based systems including the following:

- Banner student information system for course scheduling (campus)
- Banner student information system for application and student records (system/campus)
- Kualī Student Curriculum Management system (campus)
- Kualī Financial System (system)
- STAR student information and advising (system/campus)

- STAR GPS (guided pathways system) (campus)
- MySuccess student support and retention system (system)
- Academic Logic (UH database) (system/campus)
- Peoplesoft human resources management system (system)
- Campus Labs assessment management system (campus).

As described in Standard III.C.2, the College has been delayed in hiring an IT manager to lead the implementation of the Technology Master Plan. Nevertheless, the College continues to work towards the plan's goals and has implemented many of its strategies. Examples include the following:

- *Strategy 1.1: Expand DE support staff*
Media Services in both Hilo and Pālanui have expanded their DE support staff (one temporary full-time media specialist in Hilo, and two 0.5 temporary media specialists at Pālanui). ITSO has requested additional staffing at Pālanui through the unit review process ([III.C.4-3](#)).
- *Strategy 1.2: Provide resources for ongoing training of DE staff*
ITSO and Media Services have been provided with resources for ongoing training of DE staff. A Rural Utilities Service (RUS) grant also provided training to media specialists on new video conference equipment and software.
- *Strategy 1.3: Increase training opportunities for faculty, staff, and students*
ITSO provides workshops to faculty and staff year-round, and Media Services provides training for faculty on a one-on-one basis as needed. Several units provide support for students.
- *Strategy 1.7: Investigate and explore distance education and online delivery options*
ITSO has continued to explore educational technology options for faculty. The office has introduced and provided training on applications/services (e.g., Screencast-o-matic, Google Apps, EdPuzzle, Quizlet) that can be incorporated into DE classes ([III.C.4-4](#)).
- *Strategy 3.1: Implement a system of assessing faculty/staff technology training needs*
Strategy 3.3: Establish a process for requesting and receiving training
ITSO provides technology training for faculty and staff. All workshops/training include a participant evaluation, which includes inquiry about additional training needs. New online instructors are contacted and offered training and support. ITSO also sends out regular communications, which include offers for one-on-one training, to the DE community.

Analysis and Evaluation

Hawai'i CC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College offers training to personnel and students through different departments (Media Services, Faculty/Staff Development Committee, ITSO, learning centers) as well as through the UH System. 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.

LIST OF EVIDENCE

- [III.C.4-1](#) Institutional Technology Support Office
- [III.C.1-13](#) Help Desk
- [III.C.4-2](#) Faculty Staff Development
- [III.C.4-3](#) ITSO 3 Year Review Report
- [III.C.4-4](#) Tools for DE Classes

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College adheres to multiple policies and agreements that address the effective use of technology in teaching and learning, including UH Executive Policy, EP 2.210 Use and Management of Information Technology Resources, which details acceptable use and management of all UH information technology resources ([III.C.5-1](#)). The policy specifies responsible use (privileges and responsibilities, principles of responsible use), confidentiality and security of electronic information, ownership and disclosure of information, privacy of student information, commitment to access, special responsibilities of system and network administrators, and due process. Employees and students must agree to the established guidelines in the policy in order to gain access to the College's technology services, including email, software applications, and resources. Unauthorized access is prohibited by law in accordance with Chapter 708, Hawai'i Revised Statutes ([III.C.5-2](#)).

Hawai'i CC policies also guide the appropriate use of webpages and social media ([III.C.5-3](#), [III.C.5-4](#)), as well as content used for online instruction, which is expected to comply with federal guidelines that include accessibility for students with disabilities ([III.C.5-5](#)).

Students learn about appropriate technology use during required student orientation sessions. The College also provides DE students with information about netiquette at the beginning of each semester ([III.C.5-6](#)).

Hawai'i CC personnel needing to access Banner or STAR are required to go through an authorization process. For both Banner and STAR, requesters must complete and pass the UH Information Security Awareness Training ([III.C.5-7](#)) and fill in the UH General Confidentiality Notice Form ([III.C.5-8](#)). For STAR, the requester must also fill in the STAR User Policy and Security Agreement ([III.C.5-9](#)).

Analysis and Evaluation

Clear policies and procedures are in place to guide the appropriate use of technology in the teaching and learning processes. Employees and students must agree to the College guidelines and policies in order to access services

LIST OF EVIDENCE

- [III.C.5-1](#) UH Executive Policy, EP 2.210 Use and Management of Information Technology Resources
- [III.C.5-2](#) Hawai'i Revised Statutes Chapter 708 Offenses Against Property Rights
- [III.C.5-3](#) UHCC Policy, UHCCP 2.211 Social Media Site and/or Account Use and Management

- [III.C.5-4](#) Hawai'i CC Policy, HAW 2.510 Webpage Guidelines Policy
[III.C.5-5](#) DE Compliance Form
[III.C.5-6](#) DE Orientation
[III.C.5-7](#) Security Awareness Training
[III.C.5-8](#) Confidentiality Notice Form
[III.C.5-9](#) STAR User Policy and Security Agreement

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

III.D. Financial Resources

PLANNING

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Sufficient revenue streams are maintained to ensure financial solvency, cover base operations, and support initiatives that innovate and enhance programs and services. Institutional priorities are aligned with strategic plans and result from resource needs identified from program and unit reviews. Funding sources are provided to help realize these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

Revenues and Funding

Funding for Hawai‘i CC comes from the University of Hawai‘i Community Colleges (UHCC) via state and federal funding, grants, and the collection of tuition and fees. As outlined in the mission and strategic plans, Hawai‘i CC and UHCC are committed to supporting and sustaining student learning programs and services, including distance education courses, programs, and services, and to improving institutional effectiveness.

The sources of revenues for the College include the following:

General Fund and Tuition and Fees Special Fund (GF + TFSF)

The UHCC vice president and chancellors determine the General Fund (GF) allocations to individual community colleges, normally maintaining established levels of current service funding. Current service funding is equal to the prior year’s GF appropriation, plus any previously agreed upon collective bargaining augmentations, minus base budget reductions, plus funds for new initiatives (program change requests). GF base budget reductions are normally driven by downturns in the state economy; however, there have been no significant budget reductions since fiscal year 2011.

The GF received by the campuses, combined with tuition generated from credit instruction, comprise the general operating fund or “unrestricted operating budget” of the campuses. In 1995, the legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the university to retain and expend revenues from tuition in order to “...maintain or improve the university’s programs and operations” (Act 161, SLH 1995 ([III.D.1-1](#))). Prior to this action, tuition revenues were retained by the state and the university received GF appropriations for all of its general operating expenses. This change afforded the community colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation ([III.D.1-2](#)).

The funding of the general operating budget through a combination of GF + TFSF has a significant stabilizing effect on campus operations. GF allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of TFSF revenue ([III.D.1-3](#)). Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the GF base itself usually coincide with downturns in the state economy. However, these periods are often associated with increases in enrollment as students leave the workforce to further their education.

Other Special and Revolving Funds

Other special and revolving funds also finance aspects of campus operations; however, unlike GF + TFSF that support general operations, these funding sources are used to support specific program activities. The program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses ([III.D.1-4](#)).

Extramural Funds

Proposals are submitted to extramural organizations consisting of federal, state, and local government agencies, nonprofit foundations and other private sponsors. Successful proposals result in the university receiving grants, cooperative agreements, or contracts that provide funds for the proposed activities. Extramurally funded project activities are designed to focus on outcomes and outputs supporting the needs of both the College and sponsoring agency. Proposals and awards are submitted and received on behalf of the applicant, the University of Hawai‘i (UH), by the UH Office of Research Services (ORS). All extramural funds are administered by ORS for all campuses within the UH System ([III.D.1-5](#)).

Reserves

UHCC requires that each campus maintain adequate financial resources to ensure financial stability ([III.D.1-6](#)). All community college campuses maintain sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) ([III.D.1-7](#)).

Capital Improvements Program (CIP) Funds

UHCC supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary revenue source for CIP projects comes from state-issued general obligation bonds. Debt service payments to retire the bonds are funded by the state; individual campuses are not obligated to pay for these long-term obligations.

There are three major categories of CIP projects:

1. New Construction, Replacement, and Major Renovations – The construction of new facilities and major renovations of existing facilities (renovations exceeding \$5 million) are budgeted and appropriated as separate line item projects. Planning for the development of new

facilities is guided by campus long-range development plans ([III.D.1-8](#), [III.D.1-9](#)). Funding for new facilities and major renovations is provided as line items in the authorizing legislative appropriations ([III.D.1-10](#)).

2. Capital Renewal and Deferred Maintenance (CRDM) – CRDM projects are comprised of two parts: (a) Capital Renewal and (b) Reduction of Deferred Maintenance.
 - a. Capital Renewal – All buildings are comprised of different sub-systems that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies roofs, building exteriors, elevators and conveying systems, air conditioning, lighting, electrical equipment, plumbing, fire protection and detection systems, built-in specialties and equipment, and interior finishes. Capital renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. In other words, the failure to implement capital renewal projects results in a commensurate increase to the deferred maintenance backlog. Capital renewal requirements are detailed in the 2016 Facility Renewal Reinvestment Study Report prepared by Sightlines for budget planning purposes ([III.D.1-11](#)).
 - b. Deferred Maintenance – Buildings with deferred maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The FRRM on the Sightlines report guides campus evaluations of deferred maintenance needs; however, onsite evaluations conducted by the facilities manager and the vice chancellor for Administrative Services (VCAS) help to prioritize projects so that requests can be submitted to the UHCC System Office on an ongoing basis to ultimately identify specific deferred maintenance projects that require funding ([III.D.1-12](#), [III.D.1-13](#)).
3. Minor CIP – The Minor CIP project category is for the modernization of learning environments to enhance the delivery of priority instructional programs. Funding priorities are placed on improving classrooms and other spaces that directly support educational improvement and innovation ([III.D.1-12](#)). This funding source, typically \$10 million a year for the UHCC System, has been a major factor in campus plans to keep instructional spaces up to date ([III.D.1-14](#)).

Funding for CRDM and Minor CIP is provided as state-funded lump sum appropriations, which means that the community colleges can determine the specific projects that are funded through the lump sum appropriations. UHCC conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the system level by weighing the relative importance of each project against the needs of the seven UHCC campuses ([III.D.1-15](#)). This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC System.

Funding for Priority Initiatives

UHCC Innovation and strategic initiative allocations provide campuses with the means to implement institutional improvements that support strategically important initiatives. For instance, the Hawai'i Graduation Initiative (HGI) ([III.D.1-16](#)) is a high priority initiative that aims to increase the number of educated citizens within the state. HGI's strategies reflect UHCC's commitment to support increased student participation and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the state.

Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance-based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. The UHCC currently earmarks approximately \$6.5 million of its base budget for this purpose. Starting in fiscal year 2016, the UH System began providing performance funding allocations that contributed an additional \$2 million. Combined, performance funding represents over 4% of the total general operating budget ([III.D.1-17](#)).

Within the College, institutional priorities are set using the Hawai'i CC Strategic Directions 2015-2021 and guide resource allocation ([III.D.1-18](#)). Budget principles are developed to ensure resource allocation includes addressing immediate needs such as compliance costs ([III.D.1-19](#), [III.D.1-20](#), [III.D.1-21](#), [III.D.1-22](#)). In addition to UHCC funding for system priorities, the College reallocates existing resources such as position vacancies and its unallocated tuition and special revenues funds to support prioritized campus needs ([III.D.1-23](#)).

UHCC Innovation Funds and other Strategic Initiatives

Innovation and strategic initiative funding allocations are used to address critical needs identified through the strategic planning process and to support the goals of the HGI. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing equipment ([III.D.1-24](#)).

Some of the major initiatives are as follows:

- Enrollment Growth funding is designed to provide community college campuses with the resources needed to meet student demand for instruction. Since tuition revenue alone historically has been insufficient to cover all costs associated with offering additional classes, the enrollment growth fund was established to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. This has successfully eliminated the financial “disincentive” for adding new sections and allowed UHCC campuses to become more aggressive in their decisions to add classes that students need to complete their degree requirements.
- Developmental Education Reform funding supports UHCC's large-scale approach to accelerate students through college level math and English. National data through such organizations as Complete College America consistently show that incorporating the co-

requisite model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. Given the large number of underprepared students that require support to successfully complete college level courses, the initiative is anticipated to have a significant impact on retention, persistence, and graduation.

- Guided Pathway funding supports efforts to improve timely completions by providing every student entering the community colleges with a clear individualized guided pathway to their credential with associated student support structures. The initiative expands the university's capacity to track and advise students using an intuitive, online academic mapping and advising tool that links student advising with student registration.
- Achieving the Dream funding supports participation in the national effort to help more community college students succeed, with a special focus on students of color and low-income students.
- Financial Aid Support funding supports efforts to eliminate financial barriers to the community colleges by improving access to financial aid among low-income students and those from underserved regions and populations.
- Equipment replacement funding supports campus efforts to maintain an inventory of properly functioning and technologically current equipment. Career and technical education programs in particular require a substantial investment in equipment to provide students with meaningful hands-on training, to ensure student safety and maintain currency with industry standards and expectations.

Managing with Integrity

In compliance with Board of Regents (BOR) Policy, RP 8.204 ([III.D.1-25](#)), the framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the College is managing its resources with integrity and in a fiscally responsible manner.

The plan includes all appropriated funds, including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures from carryover balances. These budgets are broken down on a quarterly basis, and variances exceeding established thresholds at the UHCC System level must be explained to the BOR at the close of each quarter ([III.D.1-26](#)). Explanations for the variances are provided at the UOH 800 level, such as one-time expenses that were programmed into the previous fiscal year, and carryover balances earmarked for these requirements are carried forward into the current fiscal year.

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections are based on anticipated allocations (UHCC Policy, UHCCP 8.000).
- TFSF revenue projections are based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment ([III.D.1-](#)

- [27](#)).
- Regular and lecturer payroll are projected based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections ([III.D.1-28](#)).
 - Non-payroll budgets (other current expenses) are evaluated against historical averages of expenditures to determine appropriateness of current year allocations ([III.D.1-29](#), [III.D.1-30](#), [III.D.1-31](#)).
 - Cash balances are projected and reviewed to ensure compliance with reserve policy requirements ([III.D.1-32](#)).

All other special and revolving fund programs implement cost center-based budgeting for revenues and expenses through the development of financial plans ([III.D.1-33](#)). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs ([III.D.1-34](#)).

Budget Adjustments

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website ([III.D.1-35](#)).

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected every month and compared against budgets to determine if revised projections require budget changes ([III.D.1-36](#), [III.D.1-37](#)).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes.
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are balanced ([III.D.1-32](#)).
- General operating budget status reports are reviewed at monthly VCAS meetings ([III.D.1-38](#)).

For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections ([III.D.1-39](#), [III.D.1-40](#), [III.D.1-41](#), [III.D.1-42](#), [III.D.1-43](#), [III.D.1-44](#)). Best practices regarding cash management are followed to ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

Campus Process

At the campus level, the College ensures that the budget planning process is transparent through communication at All College meetings ([III.D.1-45](#)). The process is built upon participation with the College Council ([III.D.1-46](#), [III.D.1-47](#)), a College-wide governance organization with representatives from all major campus constituencies, as well as with the College Effectiveness Review Committee (CERC), which compiles budget requests from comprehensive program and unit reviews ([III.D.1-48](#)).

Budget Planning

The budget planning process begins each year in the spring for the upcoming fiscal year (FY) and continues into summer to ensure the operating budget is in place by the beginning of the FY on July 1. Individual programs and units work with administration to allocate the projected budget based on a 3-year average of prior expenditures by account for B-Budget (operating expenditures) and Student Employment requirements ([III.D.1-49](#), [III.D.1-50](#)). Allocations are based on program/unit/department alignment with the strategic plan using guiding principles and priority criteria. One-time equipment and personnel requests may also be submitted by any constituent on campus whose needs have changed since the comprehensive program and unit reviews compiled by CERC ([III.D.1-51](#), [III.D.1-52](#)).

- In April, the vice chancellor for Administrative Services (VCAS) provides budgeting templates to the administrative team so that they can work with their constituents on budget requests. All requests are submitted to the VCAS for compilation. The administrative team meets to review the budget requests to determine allocations based on guiding principles, priority criteria, and the College's mission.
- In May, the projected budget is presented to the College.
- In June and July, the administrative team finalizes the budget as it receives information from the UHCC Budget Planning and Finance Office. The chancellor approves the adopted budget for the new fiscal year.
- In August, the operating budget is presented at the All College meeting.

The budget planning process is used to request funds for equipment maintenance and replacement, supplies and materials, and personnel. This process begins at the program or unit level: program/unit personnel or program management identifies needs through their Annual Report of Program Data, and/or comprehensive or annual review, which are all aligned with the campus strategic plan. Once identified, these needs are entered into the budget planning templates provided by the VCAS. Budget needs are collected by the department/division chair, unit head, or program coordinator, who is then asked to assess requests by priority. Priority is always given to issues involving the health and safety of students or employees. All requests are then summarized and compiled by the VCAS and submitted to the administrative team for further review and prioritization. Once completed, the prioritized listing is reviewed by the budget analyst, VCAS, and chancellor to ensure a balanced budget. The proposed budget plan is then approved by the chancellor.

Analysis and Evaluation

Hawai'i CC manages its resources with integrity to support programs and services and to improve institutional effectiveness in accordance with BOR policies. In conjunction with UHCC, the College maintains sufficient financial resources to support its programs and services through the use of General Funds, Tuition and Fees Special Funds, other special and revolving funds, extramural funds, reserves, and CIP funds. These funds are distributed appropriately across the various programs and services based on campus policy and institutional priorities. The College's financial resources are maintained, allocated, and reallocated based on system policy regarding fiscal responsibilities within the university.

LIST OF EVIDENCE

<u>III.D.1-1</u>	Act 161, SLH 1995
<u>III.D.1-2</u>	UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund
<u>III.D.1-3</u>	General Fund Allocation and Tuition & Fees Revenue FY13-17
<u>III.D.1-4</u>	Other Special Fund and Revolving Fund Revenue FY 13 -17
<u>III.D.1-5</u>	Extramural Funds Report
<u>III.D.1-6</u>	UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve
<u>III.D.1-7</u>	Campus Reserve Levels
<u>III.D.1-8</u>	Long Range Development – Manono Campus
<u>III.D.1-9</u>	Long Range Development – West Hawai‘i
<u>III.D.1-10</u>	Financial Biennium 2015-2017 Capital Improvement Program
<u>III.D.1-11</u>	2016 Facility Renewal Reinvestment Study Report
<u>III.D.1-12</u>	Repair, Maintenance and Renovation Projects FY 17-18
<u>III.D.1-13</u>	R&M Project Allocations by Act
<u>III.D.1-14</u>	Minor Capital Improvement Program Historical Allocations
<u>III.D.1-15</u>	2017-10-06 R&M 6 Year Plan
<u>III.D.1-16</u>	Hawai‘i Graduation Initiative (HGI)
<u>III.D.1-17</u>	Performance Funding Allocations FY 2013-2017
<u>III.D.1-18</u>	Strategic Directions 2015-2021
<u>III.D.1-19</u>	Resource Allocation Plan FY 2019
<u>III.D.1-20</u>	FY 19 Budget Planning Email
<u>III.D.1-21</u>	UH Executive Policy, EP 8.207 Risk Management
<u>III.D.1-22</u>	2017 UH Annual Financial Report, Required Supplementary Information and Other Supplementary Information
<u>III.D.1-23</u>	FY 19 Budget Planning Vacant Positions
<u>III.D.1-24</u>	Strategic Initiatives Allocations FY13-17
<u>III.D.1-25</u>	Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements)
<u>III.D.1-26</u>	FY18 OP Budget Worksheets
<u>III.D.1-27</u>	FY 17 TFSF Revenue Projection 9-15 HA
<u>III.D.1-28</u>	Payroll Projection Sample
<u>III.D.1-29</u>	FY15-17 3 Yr Avg Exp HA TFSF Curr Exp by Acct
<u>III.D.1-30</u>	FY15-17 3 Yr Avg Exp HA TFSF Curr Exp Obj Detail
<u>III.D.1-31</u>	FY15-17 3 Yr Avg Exp HA TFSF Stud Hlp PR by Acct
<u>III.D.1-32</u>	GF & TFSF Financial Projections
<u>III.D.1-33</u>	CCSF Acct Final Project 06-30-17
<u>III.D.1-34</u>	UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
<u>III.D.1-35</u>	Monthly reports posted to UHCC Budget website
<u>III.D.1-36</u>	CC100 extract HA 02-28-17 upd accr GF
<u>III.D.1-37</u>	CC100 extract HA 02-28-17 upd accr TFSF
<u>III.D.1-32</u>	GF & TFSF Financial Projections
<u>III.D.1-38</u>	Associate Vice President for Administrative Affairs (AVPAA) Vice Chancellors for Administration (VCA) Meeting July 21, 2017
<u>III.D.1-39</u>	CC200LA - 37-47 by Legal Auth HA CCSF 06-30-17
<u>III.D.1-40</u>	CC200LA - 37-47 by Legal Auth HA Conf Ctr 06-30-17
<u>III.D.1-41</u>	CC200LA - 37-47 by Legal Auth HA GF 06-30-17
<u>III.D.1-42</u>	CC200LA - 37-47 by Legal Auth HA Oth Funds 06-30-17
<u>III.D.1-43</u>	CC200LA - 37-47 by Legal Auth HA RTRF 06-30-17
<u>III.D.1-44</u>	CC200LA - 37-47 by Legal Auth HA TFSF 06-30-17
<u>III.D.1-45</u>	End of the Year Breakfast Agenda May 3, 2018

- [III.D.1-46](#) College Council Agenda 2-9
- [III.D.1-47](#) College Council Agenda 12-8
- [III.D.1-48](#) CERC Requests AY 2008 to AY 2017
- [III.D.1-49](#) FY 19 Budget Planning B Budget
- [III.D.1-50](#) FY 19 Budget Planning Student Employment
- [III.D.1-51](#) FY 19 Budget Planning One Time Equipment
- [III.D.1-52](#) FY 19 Budget Planning Personnel

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Hawai'i CC is one of ten campuses within the UH System. Hawai'i CC's mission and strategic plan ([III.D.1-18](#)) are the basis for the College's budgetary and financial operational decisions. The College's recently updated mission statement and 2015-2021 strategic plan directly align with both the UH System and the UHCC strategic plans.

Hawai'i CC Policy, HAW 4.201 Integrated Planning ([III.D.2-1](#)) for Institutional Effectiveness guides the College in an interactive process of 1) planning, where institutional priorities are aligned to the strategic plan; 2) evaluation, through the comprehensive program and unit reviews; and 3) resource allocation, where funding requests and reallocation are implemented. A participatory and transparent structure is in place to make resource allocation decisions. The College Effectiveness Review Committee (CERC) reviews comprehensive program and unit reviews ([III.D.2-2](#)), catalogs funding requests, and provides resource recommendations to the chancellor. The chancellor, with members of administration, uses recommendations from the CERC to set institutional priorities for each fiscal year. In fiscal year 2018, institutional priorities were stated as three Wildly Important Goals (WIGs): to better meet the educational needs of Hawai'i Island, to increase student success, and to strengthen the *Kauhale* ([III.D.2-3](#)).

With institutional priorities set, the CERC summary of funding requests is matched with available funding or reallocation opportunities as part of the integrated planning process. If necessary, budget plans are amended. Funding priorities that cannot be accommodated at the campus level are submitted to UHCC for consideration to be included in the system's request to the legislature.

The budget plans contain base budget information from the prior year plus any adjustment made, including funding new requests, which provides for the budget operational plan ([III.D.2-4](#)). Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the VCAS to the administrative team, who then communicate with division/department chairs and program coordinators ([III.D.1-20](#)). Plans are also shared with the Kauhale via the College Council and during the All College meetings in fall and spring. All College meeting information is also posted on the chancellor's webpage ([III.D.2-5](#)).

Past expenditures have supported the achievement of institutional plans. For instance, beginning in 2015, system funds have been dedicated to restructuring developmental education curricula, supporting professional development of instructors, hiring tutors and peer mentors, and updating technology ([III.D.2-6](#)).

Budget and financial reviews are conducted annually by the BOR per Board of Regents Policy, RP 8.204 ([III.D.1-25](#)). The College ensures sound financial practices by 1) operating within its means by adopting a balanced budget, 2) investing in the future with appropriate one-time non-General Funds (e.g., special funds and extramural funds), and 3) maintaining a prudent level of reserves. College reserves are set by UHCC Policy, UHCCP 8.201 ([III.D.1-6](#)). Hawai'i CC maintains sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies, such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) ([III.D.2-7](#)).

Per UH Executive Policy, EP 8.207 ([III.D.1-21](#)), the College self-insures against normal and expected losses. It participates in the UH System's Risk Management Special Fund (RMSF) to ensure appropriate reserves are in place for unexpected losses. The RMSF was created by Act 186, Session Laws of Hawai'i 2003, to finance a self-insurance program at UH. The fund pays for expenses associated with the administration of the risk management program, including insurance premiums, retention payments, and judgment payments. The program is funded by annual assessments to each campus. Each campus's assessment is based on factors such as number of employees, student enrollment, loss history, and specialized facilities ([III.D.2-8](#)).

Analysis and Evaluation

Hawai'i CC follows an integrated planning process that ensures that the College's mission and strategic plans ground its institutional planning, program evaluation, and resource allocation. Financial practices follow established guidelines and policies for institutional effectiveness and stability. Financial information is integrated into planning decisions at all levels and is disseminated regularly throughout the College by the VCAS, administrative team, and division/department chairs.

LIST OF EVIDENCE

- [III.D.1-18](#) Strategic Directions 2015–2021
- [III.D.2-1](#) Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
- [III.D.2-2](#) Program and Unit Review Process
- [III.D.2-3](#) Wildly Important Goals (WIGS)
- [III.D.2-4](#) FY18 Operating Budget
- [III.D.1-20](#) FY 19 Budget Planning Email
- [III.D.2-5](#) 2018 Convocation and All College Meeting
- [III.D.2-6](#) FY 17 UHCC Student Success End of Year Report
- [III.D.1-25](#) Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements)
- [III.D.1-6](#) UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve
- [III.D.2-7](#) Reserve Status Report FY17
- [III.D.1-21](#) UH Executive Policy, EP 8.207 Risk Management

[III.D.2-8](#) Risk Management Assessment Memo

III.D.3 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.

Evidence of Meeting the Standard

The College follows clearly defined policies and procedures that guide its financial planning and budget development, including annual/comprehensive reviews and the budget planning process. Hawai'i CC financial planning and budget development align with the UHCC process, as outlined in the Budget Policy Paper and budget instructions. The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. Operating budget revenue and expenditure assumptions are explained, including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections; assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined ([III.D.3-1](#)).

Upon approval by the BOR, the university's budget is submitted to the governor for review and is incorporated into the executive budget request. The executive budget request for the state is then submitted to the legislature in December for consideration in the regular legislative session 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 are transmitted to the university, including any restrictions imposed on legislative appropriations. The president determines distributions of General Funds, including a UHCC level distribution. The UHCC vice president and the UHCC chancellors determine the General Fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

Budget development documents are posted on the UH website. These documents include the following:

- Budget Policy Paper and budget instructions ([III.D.3-1](#))
- Proposed budget request to the BOR ([III.D.3-2](#), [III.D.3-3](#))
- Status of both operating and CIP budgets through the various stages of the budget development cycle ([III.D.3-4](#), [III.D.3-5](#)).

UHCC System budget execution documents are distributed during monthly VCAS meetings and/or posted on the UHCC website ([III.D.3-6](#)). These documents include the following:

- General operating budget allocations ([III.D.3-7](#))
- General operating budget financial plans ([III.D.1-32](#))
- General operating budget status reports ([III.D.1-36](#), [III.D.1-37](#))
- Monthly budget reports ([III.D.3-8](#)).

From the UHCC process, the College's budget development process is guided by the integrated planning process (as described in Standard III.D.2) ([III.D.3-9](#)). Hawai'i CC 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 the various constituencies about financial needs. The College engages the participation of all constituencies through College meetings, program and unit review, and through work by committees such as CERC.

Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the VCAS to the administrative team, who then communicate with division/department chairs and program coordinators. Plans are also shared with the *Kauhale* via the College Council and during the All College meetings in fall and spring. The All College meeting information is also posted on the chancellor's webpage.

Analysis and Evaluation

Hawai'i CC defines and follows system budget guidelines and processes, and provides all constituencies with appropriate opportunities to participate in development of financial plans and budgets.

LIST OF EVIDENCE

III.D.3-1	FB15-17 Budget Policy Paper and Instructions
III.D.3-2	BOR FB15-17 Oct 16 Operating Budget Request
III.D.3-3	BOR FB15-17 Revised CIP Budget Request
III.D.3-4	FB 15-17 CIP Budget Progress
III.D.3-5	FB 15-17 Operating Budget Progress
III.D.3-6	OVPCC – Administrative Budget Historical Budget
III.D.3-7	General operating budget allocations
III.D.1-32	GF & TFSF Financial Projection
III.D.1-36	CC100 extract HA 02-28-17 upd accr GF
III.D.1-37	CC100 extract HA 02-28-17 upd accr TFSF
III.D.3-8	Monthly budget reports
III.D.3-9	Strategic Plan Flowchart

FISCAL RESPONSIBILITY AND STABILITY

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

In coordination with UHCC, institutional planning at the College reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals.

As described in Standard III.D.3, the Budget Policy Paper and budget instructions set forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. Operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections are explained. Assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined in this document ([III.D.3-1](#)).

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections, monitored closely by UHCC based on anticipated allocations ([III.D.1-2](#))
- TFSF revenue projections, based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment ([III.D.1-27](#)). This helps inform sound tuition policy. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals promoted by strategic plans. UHCC has successfully maintained this delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs and new funding to meet strategic objectives, yet remains affordable when compared to other two-year institutions.
- Regular payroll and lecturer payroll projections, based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections ([III.D.1-28](#)). The College closely monitors its enrollment to validate expenditure plans from tuition and fees. This includes an annual review of tuition-funded positions.
- Non-payroll budgets (other current expenses), evaluated against historical averages of expenditures to determine appropriateness of current year allocations ([III.D.1-29](#), [III.D.1-30](#), [III.D.1-31](#))
- Cash balances, projected and reviewed to ensure compliance with reserve policy requirements ([III.D.1-32](#))
- All other special and revolving funds require a balanced budget plan that uses sound revenue estimates grounded in historical information and anticipated future revenues ([III.D.1-33](#)). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs ([III.D.1-34](#)).

The College also supports UHCC strategic directions to diversify the resource base beyond state appropriations and tuition. Tactics to achieve this goal include the following:

- Improving revenue streams associated with other revenue generating programs that will ultimately help cover campus overhead expenses. Hawai'i CC special funds in support of non-credit programs have been refocused for workforce retraining and career exploration instead of personal enrichment. The latter have been effectively provided by UH Hilo for Hawai'i Island. This change assists in ensuring the viability of EDvance (formerly the

- Office of Continuing Education and Training–OCET).
- Spearheading efforts to pursue external funding for projects that relate to strategic priorities. UHCC is in the process of establishing a grants office that will target state- or systemwide appeals to accelerate long-term strategic goals. Similarly, the College is using its Research and Training Revolving Funds to support its grant capacity with a grants writer position, grants fiscal compliance officer, and consultation to build Center of Excellence capacity nationally.
 - Executing a successful fundraising campaign across all campuses to provide additional support for students, faculty, facilities, priorities, and programs. Hawai‘i CC has recently launched its Waihona campaign program, including the pursuit of naming opportunities at its Pālanui site. The campaign is coordinated closely with the UH Foundation. A new development officer and regional staff team are now in place to support advancement initiatives at the College. The College also maintains community partnerships with the Hawaii P-20 Early College Program, Japanese Chamber of Commerce & Industry of Hawaii, and others, which further develop resources.
 - Executing a coherent strategy for international and nonresident recruitment and enrollment, including partnerships, that advances revenue goals as well as the educational benefits of a globally diverse student body. The College has prioritized resources to expand its international program with additional marketing and short-term global programs.

Analysis and Evaluation

Hawai‘i CC’s planning process requires analysis of relevant financial data and uses institutional planning tools to realistically assess resource availability, expenditures, and potential for financial resource development. The College also works to develop its resources through the UH Foundation and grants, as well as through community partnerships.

LIST OF EVIDENCE

<u>III.D.3-1</u>	FB 15-17 Budget Policy Paper and Instructions
<u>III.D.1-2</u>	UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund
<u>III.D.1-27</u>	FY 17 TFSF Revenue Projection 9-15 HA
<u>III.D.1-28</u>	Payroll Projection Sample
<u>III.D.1-29</u>	FY15-17 3 Yr Avg Exp HA TFSF Curr Exp by Acct
<u>III.D.1-30</u>	FY15-17 3 Yr Avg Exp HA TFSF Curr Exp Obj Detail
<u>III.D.1-31</u>	FY15-17 3 Yr Avg Exp HA TFSF Stud Hlp PR by Acct
<u>III.D.1-32</u>	GF & TFSF Financial Projection
<u>III.D.1-33</u>	CCSF Acct Final Project 06-30-17
<u>III.D.1-34</u>	UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue

III.D.5. Fiscal Responsibility and Stability: To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College adopts strong budgetary and internal control systems. The allocation of operational funds at Hawai'i CC is divided into the following areas: the chancellor's office, Academic Affairs, Student Affairs, Administrative Services, EDvance, and the UH Center, West Hawai'i (Pālanui). Operating budgets are allocated to each area. The operating budgets are made accessible to each respective area through the use of Kuali Financial Systems (KFS), eThorty, and monthly financial reports from the UHCC Budget Office.

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website ([III.D.3-8](#)).

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected on a regular basis and compared against budgets to determine if revised projections require budget changes ([III.D.1-36](#)).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes ([III.D.1-37](#)).
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are adequate ([III.D.1-32](#)).
- General operating budget status reports are reviewed at monthly VCAS meetings ([III.D.1-38](#)).

The College complies with all University administrative procedures under Chapter 8, Business and Finance ([III.D.5-1](#)) which establishes numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications.

Internal controls and financial management practices are evaluated during the course of external and internal audits such as the annual consolidated financial statement audit, financial and compliance audit (A-133 audit), state auditor review of special funds, UH internal auditor audits, and unit review for Business Office practices.

Any audit findings or weakness in internal controls reported by the auditors are addressed and corrected.

The College, as part of the UH System, publishes a consolidated financial statement and budgetary information, which contains audit findings. These are available to members of the *Kauhale* through website publication, while detailed information is accessible through financial systems like Kualii or eThority. These reports provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carryforward cash balances, reserve balances, cash projections, and audit findings and reports. The VCAS reports financial and budget status to College personnel during All College meetings.

Internal and external audits help the College to improve management practices and internal control structures, including the Internal Control and Business Issues Report ([III.D.5-2](#)), A-133 Financial and Compliance Audits ([III.D.5-3](#)), and the Comprehensive Annual Financial Report (CAFR) ([III.D.5-4](#)).

Analysis and Evaluation

The constant improvement of the financial integrity of Hawai'i CC requires the use and evaluation of internal control structures in a responsible, dependable, and timely way. This allows for timely response and assistance to internal and external entities.

LIST OF EVIDENCE

- [III.D.3-8](#) OVPCC Budget Files
- [III.D.1-36](#) CC100 extract HA 02-28-17 upd accr GF
- [III.D.1-37](#) CC100 extract HA 02-28-17 upd accr TFSF
- [III.D.1-32](#) GF & TFSF Financial Projection
- [III.D.1-38](#) Associate Vice President for Administrative Affairs (AVPAA) Vice Chancellors for Administration (VCA) Meeting July 21, 2017
- [III.D.5-1](#) UH Systemwide Policies and Procedures Information System (PPIS) – Administrative Procedures
- [III.D.5-2](#) Internal Control and Business Issues Report Year Ended June 30, 2017
- [III.D.5-3](#) 2017 A-133 Audit
- [III.D.5-4](#) 201 Consolidated Financial Statements

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College follows BOR policy, which covers the university's fiscal management and budget process, noting that the board has "a fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner" ([III.D.1-25](#)).

To ensure accuracy and credibility of financial and budget related documents, the College, in consultation and coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment

forecasts to determine anticipated cash and fund balances, revenues, and expenditures ([III.D.3-6](#)).

The College ensures financial resources are appropriately allocated to student learning programs and services through integrated planning for institutional effectiveness as detailed in Standard III.D.2 ([III.D.2-1](#)). The program and unit review process ensures that resource requests, and subsequent investment of resources, are aligned with program and unit needs and activities and with the College's strategic plan goals and objectives.

The College maintains financial documents, including the budget, which is developed so that financial resources support student learning programs and services. The fiscal information in the Kualii Financial System (KFS)--a systemwide financial accounting system which tracks expenditures through the budget--is readily available for review by representative budget authorities. All transactions posted in KFS undergo an approval routing process that may go all the way up to the UH System level, depending on the types and dollar amount of the transaction. These transactions are reviewed and monitored by staff in the Business Office. Further, UH System offices, such as the Office of Procurement and Real Property Management, occasionally conduct random reviews of transactions. Approving budget authorities are involved in the budget process and are responsible for development and management of their budgets. The Hawai'i CC VCAS works with the various administrators and their designees in formulating an overall campus budget, to ensure that the financial resources support learning programs and services. Monthly budget vs. actual reports are provided to the administrators to help monitor operational expenditures against their allocated budgets ([III.D.6-1](#)).

Analysis and Evaluation

Hawai'i CC's financial documents are reviewed for allowability, allocability, reasonableness, and accuracy. Budgets are allocated to the programs, departments, units, and support services. The expenditure approval process ensures that programs utilize their allocations properly.

LIST OF EVIDENCE

- [III.D.1-25](#) Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements)
- [III.D.3-6](#) OVPCC – Administrative Budget Historical Budget
- [III.D.2-1](#) Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
- [III.D.6-1](#) Budget-vs-Actual March 14, 2018

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College responds in a responsible and timely manner to internal and external audit findings. Consolidated financial statements, which include audit findings, are posted on the UH Financial Reporting webpage ([III.D.7-1](#), [III.D.5-2](#)).

Audit results

The BOR oversees the integrity of financial position and operations, including follow-up and corrective actions related to audit findings. Per Article II, Section D.2.e of the BOR bylaws ([III.D.7-2](#)), the Committee for Independent Audit mandates that the College report audit findings and related corrective actions. The College works closely with Office of the Vice President for Budget and Finance ([III.D.7-3](#)) to report and follow up on audit findings.

Responses to findings, including items stated in the management letter related to UH annual financial statements, are coordinated at the system level through the UH Budget and Finance Office. Audit findings are discussed with campus administrative staff, who notify affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Subsequent audits confirm corrective actions have been taken, which are reported to the board.

For all internal or external audit findings, affected units and administrative or support unit staff discuss and develop corrective action plans, which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, and/or implementation of new systems (e.g., Destiny) to improve compliance with regulations, to increase or enhance financial or programmatic data available for monitoring and decision making, or to improve internal control.

Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency (if applicable), actions taken to prevent reoccurrence (if applicable), and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor. The plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as Office of Research Services (A-133 audit corrective action plans).

Hawai'i CC had one audit finding in 2017 for the Federal Direct Student Loan program, with two items needing to be addressed: 1) evidence of monthly reconciliation of borrower data, and 2) exit counseling to borrowers in a timely manner. The College took corrective action and by July 1, 2017, developed a monthly reconciliation process and standard operating procedure to ensure timely reporting of all loan records between the institution and Common Origination and Disbursement. The College also began running weekly reports to monitor all students that either drop below half time, graduate, or disenroll, to ensure that exit notification letters are sent to students within the allotted time frame ([III.D.5-3](#)).

Analysis and Evaluation

Hawai'i CC provides responses to external audit findings that are comprehensive and timely. Responses to any external audit findings are properly communicated through appropriate channels at both the UHCC and campus levels.

LIST OF EVIDENCE

[III.D.7-1](#) Final Reports

- [III.D.5-2](#) UH 6-30-2017 ICM
- [III.D.7-2](#) Bylaws of the Board of Regents
- [III.D.7-3](#) Budget and Finance
- [III.D.5-3](#) 2017 A-133 Audit

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Evaluation of campus financial and internal control systems is governed by UH Executive Policy, EP 8.204 University Audit Plan ([III.D.8-1](#)) to ensure that they are effective.

Consolidated financial statements for the University of Hawai'i, which includes Hawai'i CC, are prepared in accordance with generally accepted accounting principles and are audited annually by external auditors. For the year ending June 30, 2017, the auditors reported, "the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai'i, as of June 30, 2017 and 2016, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America" ([III.D.1-22](#)).

The auditors consider the university's internal controls relevant to the preparation and fair presentation of the consolidated financial statements in order to design appropriate audit procedures, but not for the purpose of expressing an opinion on the effectiveness of internal control. However, any weaknesses in financial or internal control observed by auditors during the course of the audit which are required to be reported by federal regulations are reported in a Financial and Compliance Audit report. Any weaknesses in financial or internal control which are not required to be reported by federal regulations in the compliance report are reported in an Internal Control and Business Issues Report.

The Financial and Compliance Audit report also provides a report on compliance with the requirements of laws, regulations, and contracts and grants applicable to its federal programs that could have a direct and material effect on each of the university's major federal programs. For the year ending June 30, 2017, the auditors stated, "In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017." With respect to internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program, the auditors stated, "We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses." The auditors found six instances of noncompliance which were required to be reported but stated, "Our opinion on each major federal program is not modified with respect to these matters" ([III.D.5-3](#)).

The Internal Control and Business Issues Report discloses any weaknesses in financial or internal control which are not required to be reported by federal regulations in the Financial and Compliance Report. In addition, the report discloses whether findings from the prior audit are

resolved or unresolved and if any of the findings are repeat findings in the current year. For the year ending June 30, 2017, the auditors did not report any findings for Hawai‘i CC ([III.D.5-2](#)).

Financial and internal control findings for central offices (General Accounting and Loan Collection Office, Financial Management Office, etc.) are addressed in the same manner as campus findings. Affected units discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or implementation of new systems.

Hawai‘i Revised Statutes §23-12 ([III.D.8-2](#)) require the State of Hawai‘i’s Office of the Auditor to conduct a review of UH special funds, revolving funds, and trust funds and accounts once every five years. The review includes an evaluation of the original intent and purpose of each fund, both as expressed by the legislature and as understood by the expending agency, the degree to which each fund achieves the stated and claimed purposes, an evaluation of performance standards established by the agency, and a summary statement reflecting total fund transactions in the preceding five fiscal years, including the fund balance at the beginning of each fiscal year, total deposits and withdrawals, amount of interest earned, total expenditures made from the fund, and the ending fund balance for each fiscal year. The Office of the Auditor’s Report 14-18, Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai‘i, examined 65 university special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014 ([III.D.8-3](#)). Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, “continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such.” Report 14-18 was presented to the 2015 Hawai‘i State legislature; however, the Legislature, through further consultation with UHCC, determined that the special fund classification was appropriate.

The university’s Office of Internal Audit conducts UH internal audits to ensure the quality and integrity of the university’s compliance with legal, regulatory, and policy requirements; financial reporting and financial statements; and internal controls. The university’s Office of Internal Audit reports its findings directly to the BOR Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. Also, the UH internal auditor performs audits of selected programs (e.g., petty cash, culinary program) and may identify internal control deficiencies.

The UHCC campuses participate in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

Audits of a specific department, program, or fund may be conducted by a legislative auditor or an external audit firm that is hired by the university. These audits may identify internal control deficiencies.

For audits by the UH internal auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors, if any.

In addition to UH System internal audits, the Hawai'i CC Business Office conducts a review of campus programs or units to identify any deficiencies. If any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed. Finally, internal and financial control systems are also considered when developing procedures that affect staffing assignments and implementation of improvements to financial systems or sub-systems.

Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

UH has established administrative procedures on Business and Finance that govern financial management. These policies and procedures are reviewed regularly and are updated to ensure compliance with applicable laws and regulations. The UH internal auditor also conducts audits to ensure compliance with UH policies and procedures ([III.D.5-1](#)).

Analysis and Evaluation

Following system policy, Hawai'i CC's financial and internal control systems are evaluated for validity and effectiveness. Along with legislative audits and UH System internal audits, the Hawai'i CC Business Office reviews campus programs or units to identify any deficiencies. If any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed.

LIST OF EVIDENCE

- [III.D.8-1](#) UH Executive Policy, EP 8.204 University Audits
- [III.D.1-22](#) 2017 UH Annual Financial Report, Required Supplementary Information and Other Supplementary Information
- [III.D.5-3](#) 2017 A-133 Audit
- [III.D.5-2](#) Internal Control and Business Issues Report Year Ended June 30, 2017
- [III.D.8-2](#) Hawai'i Revised Statutes §23-12 Review of special, revolving, and trust funds
- [III.D.8-3](#) Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai'i
- [III.D.5-1](#) UH Systemwide Policies and Procedures Information System (PPIS) – Administrative Procedures

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Sufficient cash flow and reserves are retained by the College so that stability is ensured and strategies for appropriate risk management can be supported. The College follows the reserve policy established by UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve Policy – General, Special, Revolving Funds ([III.D.1-6](#)). The minimum cash reserves are to be maintained at 5% of

unrestricted funds expenditures and encumbrances. The target cash reserves may be maintained at a level that is above the 5% minimum and up to 10% of the unrestricted funds expenditures and encumbrances. All UHCC campuses meet both 5% minimum and 10% targeted reserve requirements. For fiscal year 2018, the Hawai'i CC reserve amount held centrally by the UH System totals \$1,143,937. This is in the operating budget as presented to the BOR meeting on August 10, 2017 ([III.D.2-7](#)).

There are two primary sources of revenue that are used to support the operating budget of the College: state General Fund appropriations and tuition revenue. State General Funds are appropriated to the community college campuses by the state legislature. The state provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full year allocation made prior to the end of the first quarter. State General Fund revenues are used almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and these funds are expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollments, and budget modifications are made if necessary. Revenue from tuition is used to support salaries and other operational expenses of the College. Unexpended tuition revenue is the primary source of the College's cash reserves.

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, EP 8.207. Through this policy, additional insurance shall be secured only where hazardous conditions increase the potential and probability of loss.

The State of Hawai'i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that these programs and activities are properly assessed to minimize or prevent liability concerns. Oversight for all insurance-related requirements and issues is provided to the College by the UH Office of Risk Management. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources ([III.D.1-21](#)).

Analysis and Evaluation

The cash flow strategies at Hawai'i CC are sufficient to maintain stability for the implementation and management of plans to meet emergencies and other occurrences. The College meets cash reserve requirements set by the UHCC System, made up of a minimum reserve (5% of prior year expenditures) and a target reserve (5%-10% of prior year expenditures).

LIST OF EVIDENCE

- [III.D.1-6](#) UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve
- [III.D.2-7](#) Reserve Status Report FY17 06-30-17 HA
- [III.D.1-21](#) UH Executive Policy, EP 8.207 Risk Management

III.D.10 Fiscal Responsibility and Stability: 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.

Evidence of Meeting the Standard

The UH System has offices established to provide financial oversight and support to campuses. Overall UH financial reporting responsibilities are handled by the UH Financial Management Office ([III.D.10-1](#)). The Office of Research Services (ORS) is responsible for the management of extramurally funded programs ([III.D.10-2](#)). ORS reviews and approves research and training grants from federal and other external agencies. In addition, extramural fund financial information is maintained in the financial system of the Research Corporation of the University of Hawai'i (RCUH) ([III.D.10-3](#)). Funds generated through fundraising efforts are overseen by the UH Foundation ([III.D.10-4](#)).

Kuali Financial System (KFS), a systemwide financial accounting system designed to meet the needs of higher education, was implemented in July 2012. Users of KFS have the ability to review financial information at an account level. UHCC generates financial reports for budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry forward cash balances, reserve balances, and cash projections for the campuses. The College's internal oversight of funds and expenditures is exercised by the VCAS. For extramural funds, budget to actual reports, eThority reports, and loan funds, KFS online-available balance screens provide monitoring of financial status.

Financial information is communicated throughout the College periodically via memos, reports, and meetings to monitor financial status and to assess the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements. This information is used to prioritize the various financial decisions of the College, including identification of funds that can be reallocated, which ensures the appropriate use of funds.

While the UH ORS centrally manages all extramural funds, the College has a fiscal specialist in the Business Office to provide fiscal support. Fiscal transactions are processed through the RCUH system. The principal investigator (PI) of each award maintains oversight and control of funds, and is responsible for reviewing purchases and authorizing personnel hires within the scope of the contract/grant. Compliance with the regulations and requirements covering the award is audited as part of the annual systemwide Financial and Compliance Audit (A-133).

The College's Financial Aid Office maintains documentation to demonstrate compliance with regulations and requirements, such as student eligibility based on need; financial aid awards that do not exceed unmet need or maximum award limits; adjustment of awards when unmet need changes or a student withdraws; repayment to federal program for over-award adjustments; reporting of awards, adjustments, or withdrawals to federal agency; and exit interviews for students with loans. Compliance with federal Title IV requirements is demonstrated through the campus maintenance of documentation for student eligibility, adjustments, and reporting of awards. Financial aid grants and loan programs are also audited as part of the annual Systemwide Financial and Compliance Audit (A-133) ([III.D.5-3](#)).

Operational oversight of the College's revenue generating program funds for campus units and activities that generate revenue, including the library, culinary, construction, transportation, and other programs, is stated in the UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs ([III.D.1-34](#)). According to the policy, programs are required to provide business plans and budgets to the Business Office. The business plans require the programs to review and project the revenue to cover direct costs. Programs are required to generate an administrative cost to cover their share of general campus operating expenses.

There are a variety of contractual agreements that Hawai'i CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai'i Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawai'i CC's mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

Auxiliary activities are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities include activities such as food service, vending machines, and facilities rental and are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually as part of the College's revenue generating program planning and budget process ([III.D.1-33](#)). This process ensures that these activities are actively engaged in the financial management responsibilities of the enterprise and that the activities are financially solvent.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions.

The Treasury Office administers the cash handling and cash management of the university system. This office also administers the TouchNet eCommerce system for non-registration-related payments ([III.D.10-5](#)). Hawai'i CC complies with policies and procedures for the receipt, deposit, and cash management of funds received by the university ([III.D.10-6](#)).

The Capital Asset Accounting Office works with campus and system departments in the administration of all capitalized asset accounting, which includes accounting for equipment assets, CIP assets, plant assets, and other agency vested assets ([III.D.10-7](#)). Hawai'i CC complies with policies and procedures for the acquisition, use, upkeep, tracking, and disposition of capitalized assets ([III.D.10-8](#)).

Analysis and Evaluation

In addition to system monitoring, Hawai‘i CC maintains effective oversight of finances by closely monitoring financial reports, by distributing financial information regularly throughout the College in order to assess the need for budget adjustment, and by documenting compliance with external program requirements.

LIST OF EVIDENCE

III.D.10-1	UH Financial Management Office Homepage
III.D.10-2	The Office of Research Services Homepage
III.D.10-3	Research Corporation of the University of Hawai‘i Homepage
III.D.10-4	UH Foundation Homepage
III.D.5-3	2017 A-133 Audit
III.D.1-34	UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
III.D.1-33	CCSF Acct Final Project 06-30-17
III.D.10-5	Cash Handling and Deposits
III.D.10-6	Cash Handling Policy and Guidelines
III.D.10-7	Capital Assets
III.D.10-8	Capital Asset Policies

LIABILITIES

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

As described in Standard III.D.2, Hawai‘i CC’s financial planning is integrated with its institutional mission and goals in order to guarantee long-term support of its student learning programs and services.

The College prioritizes its payments for liabilities and obligations through a variety of means, including continual assessment of revenues and expenditures, identification of projected revenues and expenditures, and the maintenance of reserves at both the system and College levels. Short-term and long-term financial planning considers the College’s long-range obligations. Long-term obligations are taken into account when developing annual campus financial plans. These nondiscretionary obligations are considered before programming budgets for discretionary items and are reflected as line items in the operating budget ([III.D.11-1](#)).

In addition, the College works closely with both the UHCC and UH System offices. Long-term debt in the form of debt service on revenue bonds to finance new construction and facility improvements is considered in both short-term and long-term financial planning.

The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects. The primary revenue source for university CIP projects comes from state-issued general obligation bonds for which the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The UHCC campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs, or repair and maintenance projects which are funded by the state. The items currently financed with long-term debt are limited to projects that directly create cost savings that offset debt service costs. Revenue bond debt service for Pālanui has resulted in cost savings from elimination of lease rental ([III.D.11-2](#)).

Analysis and Evaluation

Hawai'i CC engages in long-term financial planning and creates annual budgets that maintain sufficient financial resources over time to address current and future payments of liabilities and obligations.

LIST OF EVIDENCE

[III.D.11-1](#) Hawai'i CC Operating Budget

[III.D.11-2](#) February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The employer's share of OPEB obligations for General Fund (GF) positions is centrally paid for by the GF for all state agencies. As such, employer OPEB obligations for GF positions are not part of the UH System operating budget.

The University of Hawai'i is, however, obligated to cover the OPEB requirements for the relatively small number of non- GF positions. The university's contributions are calculated as part of the state's total contribution requirements and are reimbursed to the state's GF as part of the fringe benefit rate on the UH employees' actual salaries. The UH System's liability for OPEB is not allocated internally to individual departments, funds, and campuses ([III.D.12-1](#)).

The university's annual OPEB cost for non- GF employees is calculated based on the annual required contribution (ARC), an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years.

Employer OPEB obligations for non- GF positions are fully recognized and accounted for in UHCC non- GF financial plans. Annually, funds are allocated by the College as part of the budget planning and execution process.

The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

As mentioned in the Notes to the Consolidated Financial Statements for June 30, 2017 and 2016, page 67, Funding Policy and Annual OPEB Cost section, “The University is required by GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, to obtain an actuarial valuation every other year. Therefore, an actuarial valuation was performed as of July 1, 2015” ([III.D.12-2](#)).

Analysis and Evaluation

Hawai‘i CC appropriately allocates resources for payment of benefits, liabilities, and obligations for non-GF positions. The level of funding is recognized and accounted for in UHCC financial plans.

LIST OF EVIDENCE

[III.D.12-1](#) OVPCC Administrative Budget Financial Statements

[III.D.12-2](#) UH Annual Financial Report p. 67

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The UHCC System, in coordination and consultation with the College, calculates the amount of the financial obligation associated with locally incurred debt instruments. Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Debt instruments were used to finance the development and construction of the new Pālanui campus. During development of the annual budget, the College identifies assessed financial obligations and allocates resources to meet debt agreements. The College’s annual financial projection allocates the amount required for repayment of debt to ensure it does not affect the financial condition of the institution ([III.D.1-32](#)).

The UHCC System supports all campuses by securing and allocating capital improvement program (CIP) funding to fund major construction and renovation projects. The primary revenue source for university CIP projects comes from state-issued general obligation bonds for which the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The items currently financed with long-term debt are limited to projects that directly create cost savings that offset debt service costs. Revenue bond debt service for Pālanui has resulted in cost savings from elimination of lease rental ([III.D.11-2](#)).

Analysis and Evaluation

Annually, Hawai'i CC assesses and allocates resources for repayment of locally incurred debts that can affect the financial condition of the institution.

LIST OF EVIDENCE

[III.D.1-32](#) GF + TFSF Financial Projections

[III.D.11-2](#) February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Hawai'i CC has long-term debt instruments (revenue bonds). In fiscal year 2013, revenue bond usage was approved by the UH BOR for the construction costs related to the Pālanui campus. Annually, funds are allocated for the debt service as part of the budget planning and execution process, which is 2.1% of the operating budget. Revenue bond debt service for Pālanui has resulted in cost savings from elimination of lease rental ([III.D.11-2](#)).

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the university, and the purpose of the funding source:

- UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs ([III.D.1-34](#))
- Board of Regents Policy, RP 10.201 Interests in Real Property ([III.D.14-1](#))
- UH Executive Policy, EP 2.212 Management of University Bond System (UBS) ([III.D.14-2](#))

The revenue bond processes and compliance have been reviewed and evaluated by the UH Office of the Internal Audit report for fiscal year 2013.

Auxiliary activities at Hawai'i CC, including food service, are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits. UHCC Policy, UHCCP 8.200 ([III.D.1-34](#)) provides guidance in carrying out financial and operational oversight to ancillary and self-sustaining services. Bookstore operations are administered by the UH Mānoa Bookstore unit.

The fiscal management of extramural, externally funded programs and contractual agreements is reviewed and approved through the UH ORS. The usage of the funds must be in accordance with the rules and regulations as stipulated in the award contract ([III.D.14-3](#)). An annual Financial and Compliance Audit is conducted in accordance with the Office of Management Budget circular A-133.

Fundraising efforts are conducted by the University of Hawai'i Foundation (UHF) within the UH System; its activities and funds are audited separately from the UH System annual audits. In addition to the UHF fundraising efforts, the campus is also active in seeking revenue to fund scholarships, staff development, and expansion goals through grants and contracts. The UHF takes in the revenue and disburses the accounts payable, including scholarships, reimbursements, and expenditures.

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices ([III.D.14-4](#), [III.D.14-5](#), [III.D.14-6](#), [III.D.14-7](#)). Fundraising, grants, and contracts transactions are reviewed and monitored by the UHF staff or the College's Business Office.

Analysis and Evaluation

All financial resources at Hawai'i CC, including debt instruments, auxiliary activities, fund-raising activities, and grants are utilized for their intended purposes and in compliance with institutional regulations.

LIST OF EVIDENCE

- [III.D.11-2](#) February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges
- [III.D.1-34](#) UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
- [III.D.14-1](#) Board of Regents Policy, RP 10.201 Interests in Real Property
- [III.D.14-2](#) UH Executive Policy, EP 2.212 Management of University Bond System (UBS)
- [III.D.14-3](#) Administrative Procedure, AP 8.926 Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai'i
- [III.D.14-4](#) Board of Regents Policy, RP 8.209 Gifts
- [III.D.14-5](#) Board of Regents Policy, RP 8.210 Fund Raising
- [III.D.14-6](#) UH Executive Policy, EP 8.209 Fund Raising
- [III.D.14-7](#) Administrative Procedure, AP 8.620 Gifts

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements. The College follows the policies of Title IV of the Higher Education Act (2017-18 catalog, pp. 52-55) and is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA). Daily newsletters are reviewed by the Financial Aid Office to keep abreast of changes in regulations, upcoming deadlines, and updates about NASFAA's efforts to advocate for aid administrators. Access to the federal Student Aid Resource webpage (ifap.ed.gov) to review regulations has been given to all

of the Financial Aid staff. In addition, the staff attends various state and regional association trainings.

The Financial Aid officer is responsible for ensuring that changes to procedures and institutional policies are made in a timely manner to maintain compliance. Annually, a federal A-133 Compliance Audit is done to ensure that Title IV aid is being administered in accordance with federal regulations. If the campus has a finding, an audit will be conducted the following year for that compliance issue to ensure that the campus has corrected its procedures and policy. The Hawai'i CC Financial Aid Office's last federal A-133 Audit was completed for the 2016-2017 award year and one audit finding with two items were noted and have been corrected by the College.

Hawai'i CC is responsible for submitting a Program Participation Agreement (PPA) Application every three to five years to the U.S. Department of Education to receive approval to administer Title IV aid. Hawai'i CC's current PPA is set to expire on March 31, 2021.

Hawai'i CC has a current student loan default rate of 24.2% ([III.D.15-1](#)). This is a significant decrease from the student loan default rate that hovered between 27.6 and 28.1% over the prior three years ([III.D.15-2](#)), which is below the 30% threshold that would require the creation of a student loan default prevention plan. Although not required by the Department of Education to have a default prevention plan in place, the Financial Aid Office at the College makes significant efforts in the areas of default prevention and debt management by including a default prevention plan as well as informational videos and resource links on the Financial Aid website ([III.D.15-3](#)). The College has developed policies and procedures to ensure timely dissemination of exit notification for loans as well as consistent monthly reporting of federal student loans to the Common Origination and Disbursements (COD) agency ([III.D.15-4](#)).

Student loan default rates, revenues, and related matters are monitored and assessed for compliance with federal regulations. The Financial Aid manager and the Financial Aid officer, whose program responsibility is student loans, review the annual draft cohort default rate that is provided in February, the official cohort default rate, and the reports that the campus receives from the federal loan servicers.

Analysis and Evaluation

Hawai'i CC monitors and manages student loan default rates and federal grants, which include Title IV, to ensure compliance with federal requirements. The most current cohort default rates for Hawai'i CC are below the federal guidelines of 30%. Annual audits are conducted, and findings, if any, are corrected. The College has processes in place to ensure default rates remain within acceptable standards and has strengthened collaboration with the UH System Financial Aid Office to improve reporting.

LIST OF EVIDENCE

- [III.D.15-1](#) Fiscal Year 2015 Draft 3 Year Cohort Default Rate
- [III.D.15-2](#) School Default Rates FY 2014, 2013, and 2012
- [III.D.15-3](#) Financial Aid Website
- [III.D.15-4](#) Hawai'i CC Financial Aid Policies

III.D.16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

There are a variety of contractual agreements that Hawai‘i CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai‘i Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawai‘i CC’s mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

All agreements are subject to applicable UH policies and procedures included in the UH Systemwide Administrative Procedures Manual A8.200 ([III.D.16-1](#)), BOR Policies and Bylaws Chapter 8 ([III.D.16-2](#)), and UH Systemwide Executive Policies E8.000 ([III.D.16-3](#)). Finalized agreements include clearly defined roles and responsibilities, services, corrective actions, and termination to ensure oversight and integrity.

Contractual agreement awards providing extramural funding to Hawai‘i CC are reviewed and executed by the UH ORS. Annually, usage of the extramural funds is audited as part of the consolidated financial statement audit and compliance audit. Non-extramural funded procurement agreements that involve amounts greater than \$25,000 are reviewed and executed by the UH Office of Procurement and Real Property Management.

University policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives, and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.

Affiliation agreements and sponsored/sheltered class agreements that are executed by the College are reviewed following an established on-campus routing procedure. This is to ensure adherence to applicable UH policies and procedures. These agreements are under College control and allow for changes or terminations by the College ([III.D.16-4](#)).

The Office of the Vice President for Community Colleges (OVPCC) conducts post-audit reviews of affiliation agreements and sponsored sheltered class agreements to ensure that agreements comply with university policies and procedures and reasonable risk tolerance. The OVPCC also reviews Affiliation Agreement Reports and Sponsored/Sheltered Class Reports to determine if

the affiliation agreements and sponsored/sheltered class memorandums of agreement are consistent with the academic/instructional direction of the community colleges.

Analysis and Evaluation

Agreements with external entities are consistent with the institution's mission and goals to deliver educational services to all sectors of the Hawai'i Island community. UH System policies and procedures govern all agreements, which are reviewed closely to maintain the integrity of the institution and the quality of its programs, services, and operations.

LIST OF EVIDENCE

- [III.D.16-1](#) Administrative Procedure, AP 8.200 Procurement
- [III.D.16-2](#) Board of Regents Policy, RP 8.201 Contracts and Official Documents
- [III.D.16-3](#) Executive Policies Chapter 8 Business and Finance
- [III.D.16-4](#) UHCC Policy, UHCCP 8.102 Affiliation Agreements, Sponsored Class, and Sheltered Class Memoranda of Agreements

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

IV.B. Chief Executive Officer

IV.C. Leadership and Governance

IV.D. Multi-College Districts or Systems



Hawai'i CC Culinary Arts Students

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continued improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

In the spirit of *‘E Imi Pono* (“seeking excellence”), institutional leaders at Hawai‘i CC encourage College-wide innovation through participatory processes such as shared governance, All College/*Kauhale*/convocation events, professional development, division/department meetings, committee work, student government, personnel/student surveys, advisory councils, reassigned time projects, assessment, and program/unit review. Benchmarks for institutional excellence, as demonstrated in the mission of the University of Hawai‘i Community Colleges ([IV.A.1-1](#)) and in Hawai‘i CC’s newly revised mission and institutional learning outcomes ([IV.A.1-2](#)), speak to the College’s dedication to the island *Kauhale*, to respect for diverse perspectives, and to student success and educational excellence.

Shared responsibility for institutional performance is emphasized through traditions such as each semester’s opening “All College Breakfast,” during which administrative team members report on new and ongoing projects to a gathering of all Hawai‘i CC faculty, staff, administrators, and student government representatives ([IV.A.1-3](#)). These meetings also include activities and foster dialog about institutional goals, planning, and student achievement ([IV.A.1-4](#)).

Professional development opportunities, such as participation in conferences, seminars, and workshops, also support innovation. Two dynamic examples include the Hawai‘i National Great Teachers Seminar ([IV.A.1-5](#)) and the Hawai‘i Student Success Institute ([IV.A.1-6](#)). Not only do these opportunities serve as a springboard for innovation through presentations of new ideas and strategies for student success, they also provide a forum for faculty and staff to network with counterparts from other colleges, which is significant given the College’s geographic location. Additionally, leadership supports the efforts of the Faculty/Staff Development Committee

([IV.A.1-7](#)) to provide professional development workshops throughout the year. The College further recognizes innovative efforts of individual faculty and/or staff members with its Innovation Award ([IV.A.1-8](#)).

Innovation also stems from division/department meetings where colleagues convene to discuss current issues and possible solutions. At times, these outcomes can lead to even wider meetings to confer more broadly about campus issues. For example, the Liberal Arts and Public Services division has met to discuss, among other issues, program modifications ([IV.A.1-9](#)), assessment ([IV.A.1-10](#)), and approaches to resolving plagiarism ([IV.A.1-11](#)).

Equally significant, committee work often acts as a conduit for innovation. Due to the composition of most committees, members represent different facets of the College, and committee meetings provide a forum for sharing multiple perspectives. For example, when members of the Hawai'i CC International Education Committee wanted to promote the benefits of internationalism, the winning suggestion was to invite Fulbright scholars from around the world to give presentations about their areas of expertise, as well as about their home countries. The activity sought to deepen intercultural understanding and support the College's institutional learning outcomes. Notably, this suggestion came from a professor who had been supported by administration to pursue a Fulbright opportunity in India. The idea became an annual event for the College, which has now hosted individuals from Bulgaria ([IV.A.1-12](#)), Indonesia ([IV.A.1-13](#)), and India ([IV.A.1-14](#)).

Other sources of innovation include Program Advisory Councils, which represent local industry leaders and influence programmatic initiatives, and reassigned time projects that allow faculty to pursue ideas and innovations pertinent to student success. For example, Hawai'i CC's coordinator for ESL instruction used reassigned time ([IV.A.1-15](#)) to create a framework for an English language learners outreach/recruitment project to better serve English language learners in the community. Another example is the English department's professional development program, which offers faculty release time for implementing, documenting, and sharing new instructional methodologies and wrap-around strategies to support student success in its redesigned co-requisite developmental courses (see Standard II.A.2).

Additionally, the College's review and planning processes, described further in Standards I.B.1-2, serve as a forum for collecting and forwarding innovative ideas and action plans. Assessment ([IV.A.1-16](#)), the program and unit review process ([IV.A.1-17](#)) and the College Effectiveness Review Committee (CERC) ([IV.A.1-18](#)) all rely on reflective analysis to reveal strengths, weaknesses, and needs. Discoveries can lead to action items concerning teaching innovations, identification of new trends and directions for programs/units, and opportunities for collaboration among disciplines or divisions/units.

Other policies, practices, and programs that encourage collaboration on institutional improvement include

- Hawai'i CC Policy, HAW 4.201 - Integrated Planning for Institutional Effectiveness, a policy to "identif[y] the various components that Hawai'i CC uses to plan for, implement support for, evaluate and improve student success" ([IV.A.1-19](#))
- Innovations projects supported by the Office of the Vice President of Community Colleges ([IV.A.1-20](#)). A comprehensive website highlights new directions and campus

- ideas that have been funded
- Collaboration on major system initiatives (Developmental Education Acceleration, STAR GPS registration system, Pathways ([IV.A.1-21](#))), which promote efficient processes for instruction, course selection, registration, and academic career guidance/monitoring
- College-wide invitations to contribute to institutional processes and procedures, such as revision of the College's institutional guiding statements or strategic plan ([IV.A.1-22](#));
- Cross-departmental student success committees such as the Strategic Enrollment Management Committee, Student Success Committee, and the newly formed Integrated Student Support Committee
- Participation in *wala'au* "talk story" sessions, which promote congregation, interaction, and the exchange of ideas relative to campus initiatives ([IV.A.1-23](#)).

Analysis and Evaluation

Guided by the institutional mission, Hawai'i CC encourages participatory processes and implements innovations through professional development, integrated planning, and other institutional practices. Hawai'i CC's leadership encourages initiative by offering rewards and professional development opportunities to faculty and staff in order to promote student learning and institutional improvement.

LIST OF EVIDENCE

IV.A.1-1	Mission of the University of Hawai'i CC
IV.A.1-2	Revised Mission and Institutional Learning Outcomes
IV.A.1-3	All College Meeting Spring 2018
IV.A.1-4	All College Meeting 2017 – Kauhale Day
IV.A.1-5	Hawai'i National Great Teachers Seminar
IV.A.1-6	Hawai'i Student Success Institute
IV.A.1-7	Staff Development Workshops
IV.A.1-8	Faculty and Staff Award
IV.A.1-9	AA Task Force Issues Ballot Final
IV.A.1-10	Liberal Arts PLO Assessment
IV.A.1-11	All-Liberal Arts Meeting
IV.A.1-12	Bulgaria Flyer
IV.A.1-13	Indonesia Flyer
IV.A.1-14	India Flyer
IV.A.1-15	Instructional Assigned Time request
IV.A.1-16	Assessment Website
IV.A.1-17	Program and Unit Review Process
IV.A.1-18	College Effectiveness Review Committee
IV.A.1-19	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.A.1-20	Office of the Vice President of Community Colleges
IV.A.1-21	STAR GPS Registration system
IV.A.1-22	Proposed changes to Mission, Vision, ILO and ULO
IV.A.1-23	Wala'au Sessions

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Hawai'i CC has numerous policy, planning, and special-purpose committees, each of which has guidelines that specify purpose, membership, and roles of participation for administrators, faculty, staff, and students. Established policies and procedures are regularly reviewed for effectiveness.

Hawai'i CC Policy, HAW 3.303 defines the College's shared governance model, including the roles of its three most important governing bodies: the College Council, the Academic Senate, and the Associated Students of the University of Hawai'i (ASUH). The policy outlines the purpose of each of these assemblies and states that regular evaluation of the governance groups serves "to ensure the integrity and effectiveness of the College's governance and decision making processes" ([IV.A.2-1](#)). Several recent governance changes resulted from the evaluation process: the 2015-16 College Council "facilitated a campus wide committee to review, revise and implement changes to the Hawai'i CC College Council Charter"; the 2016-17 Academic Senate updated its charter to accurately define the duties of the secretary and to implement the idea of select committees in addition to standing committees, among other changes; and the ASUH amended its constitution and by-laws in the 2015-16 academic year.

The College Council's primary role is to apprise the chancellor of College-wide issues. Membership is comprised of representatives from all of the institution's constituencies (administration, faculty, staff, and students); in addition, anyone from the College may bring forth concerns. Topics include budgeting, strategic planning, community relations, accreditation and assessment, institutional guiding statements, and coordination of committees. The Committee Handbook provides a current list of committees and guidelines ([IV.A.2-2](#)); an overview of College committee structure is outlined in Hawai'i CC Policy, HAW 3.301 ([IV.A.2-3](#)). The council also forms task forces to address special purposes. Participation roles are defined further in the College Council Charter ([IV.A.2-4](#)).

The Academic Senate is comprised of all instructional and non-instructional faculty and holds responsibilities pertaining to "development, modification, initiation, and review of academic policies and issues." Topics include the scope and nature of educational curricula; standards for teaching, scholarship, and service; standards and evaluation of admission, graduation, certification, and grading; and professional ethics. Guidelines for participation, as well as for service on representative committees within the Academic Senate, are explained in the Academic Senate Charter ([IV.A.2-5](#)).

The ASUH is the main forum for student participation in governance. Membership is extended to all current students of Hawai'i CC. The ASUH Charter authorizes the election of a student government "responsible for the general welfare and development of the student body" ([IV.A.2-6](#)). Elected officers of the student government collaborate with a faculty advisor and report to the

vice chancellor for Student Affairs. The ASUH president also represents the student body on the College Council.

Students can also contribute to the College by participating in service learning projects and other co-curricular activities (see Standard II.C.4) and by completing the following surveys, which solicit feedback to improve the Hawai‘i CC experience for students:

- The Community College Survey of Student Engagement (CCSSE) ([IV.A.2-7](#))
- Graduate Leaver Survey ([IV.A.2-7](#))
- Student Climate Survey (SCS) ([IV.A.2-8](#)).

Finally, students have representation on the CERC, the Student Conduct Committee, and on the Ho‘olulu Council, a special advisory council to the chancellor that is tasked with reporting on issues, programs, and policies that affect Native Hawaiians at Hawai‘i CC and within the UH System. The council also represents Hawai‘i CC on the Pūko‘a Council, a Native Hawaiian advisory council to the UH president, and on the Council of Community College Native Hawaiian Chairs. Membership is open to any Hawai‘i CC constituents; further guidelines appear in the Ho‘olulu Council charter ([IV.A.2-9](#)).

Analysis and Evaluation

Guided by clear policies, procedures, and membership rules, the shared governance model has been successful in affording administration, faculty, staff, and students the opportunity to participate in decision-making processes. Shared governance responsibilities are clearly divided between the College Council, the Academic Senate, and the ASUH and are defined in their respective charters. To address the College’s role as an indigenous serving institution, the Ho‘olulu Council ensures representation of Native Hawaiians in College governance.

LIST OF EVIDENCE

IV.A.2-1	Hawai‘i CC Policy, HAW 3.303 Campus Governance
IV.A.2-2	Committee Handbook
IV.A.2-3	Hawai‘i CC Policy, HAW 3.301 College Committee Structure
IV.A.2-4	College Council Charter Approved April 8, 2016
IV.A.2-5	Updated Senate Charter
IV.A.2-6	Charter Associated Students of UHCC
IV.A.2-7	Graduate Leaver Survey
IV.A.2-8	Student Climate Survey
IV.A.2-9	Ho‘olulu Council October 3, 2014

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As described in Standard IV.A.2, Hawai‘i CC has policies and procedures that define the roles of the College Council, Academic Senate, and ASUH in governance, institutional policies, planning

and budget, as appropriate. The institution's organizational chart ([IV.A.3-1](#)) and functional statement ([IV.A.3-2](#)) further specify the roles and management responsibilities of each Hawai'i CC administrator.

The role of faculty in institutional governance is set forth in Hawai'i CC Policy, HAW 3.303 Campus Governance ([IV.A.2-1](#)) and UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy ([IV.A.3-3](#)).

Hawai'i CC's Integrated Planning for Institutional Effectiveness Policy (HAW 4.201) outlines the systematic, institution-wide evaluation and strategic planning process that integrates program and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness ([IV.A.1-19](#)). Faculty members primarily exercise their voice in institutional planning and budgeting via the program and unit review process ([IV.A.1-17](#)) (further described in Standards I.B.4-5) in which they report on data, program status, assessment results, goals and action plans, and budget requests. The program/unit review plans and budget requests are evaluated by the College Effectiveness Review Committee (CERC), which has representative membership from across the College ([IV.A.3-4](#)), with budget prioritization recommendations made to the administrative team. Based on the program/unit reviews and system strategic directions ([IV.A.3-5](#)), the administration shapes the College's strategic plans and makes final resource allocation decisions.

Analysis and Evaluation

Policy documents describing the Integrated Planning Process and other shared governance procedures define clear and substantive roles for administrators and faculty in institutional governance processes, providing opportunity for significant contributions to institutional policies, planning, and budget considerations.

LIST OF EVIDENCE

IV.A.3-1	Organizational Chart
IV.A.3-2	Functional Statements
IV.A.2-1	Hawai'i CC Policy, HAW 3.303 Campus Governance
IV.A.3-3	UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy
IV.A.1-19	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.A.1-17	Program and Unit Review Process
IV.A.3-4	CERC Operating Guidelines
IV.A.3-5	Strategic Directions 2015-2021

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and academic administrators at Hawai'i CC share responsibility for making recommendations about curriculum and student learning programs and services. A combination of policies, procedures, and well-defined structures establishes these responsibilities.

As indicated in Standard IV.A.2, the Academic Senate, composed of all faculty members, plays a primary role in evaluating academic policy and curriculum. The Academic Senate Charter ([IV.A.4-1](#)) assigns responsibilities relating to curriculum and student learning programs and services to three standing committees, which review and evaluate all relevant College and system policies and procedures. These committees, which report to the Senate regularly with recommendations, are assigned the following areas of focus:

- **Educational Policy Committee.** The Educational Policy Committee reviews, advises, and makes recommendations to the Senate on academic policies including, but not limited to, standards for graduation, admissions, certification, and distance education; academic regulations; curriculum process; grading; and student relations (e.g., student conduct, grievances, and appeals).
- **Curriculum Review Committee.** The Curriculum Review Committee makes recommendations regarding the review and modification of degree requirements, program proposals, course proposals, and catalog descriptions as appropriate for all credit courses, including distance education and summer session. The Curriculum Review Committee's recommendations are reviewed by the Senate. The Senate chair forwards the Senate's recommendations to the vice chancellor for Academic Affairs.
- **General Education Committee.** The General Education Committee reviews course proposals and makes recommendations regarding the designations of these courses as general education. The recommendations are forwarded to, reviewed, and approved by the Senate.

In addition to the standing committees, the Academic Senate created four "Select" committees to evaluate courses and policies that fall into specific curricular categories:

- **Distance Education Committee.** The Distance Education Committee develops and proposes policies regarding a College-wide, coordinated approach to online teaching and learning at Hawai'i CC to ensure these courses meet best practices and national standards of online teaching and align with the mission of the College.
- **Hawai'i Asian Pacific Course Designation Committee.** The Hawai'i Asian Pacific Course Designation Committee reviews and approves courses that meet the UH System requirements that identify important skills and concepts necessary for living and working in diverse communities, such as Hawai'i. A significant component of readings, assignments, and other course materials will address Hawaiian, Asian and/or Pacific cultures.
- **Sustainability Course Designation Committee.** The Sustainability Course Designation Committee reviews and approves courses that meet the UH System requirements that identify important skills and concepts regarding sustainability across a variety of academic disciplines. A significant component of readings, assignments, and other course materials will address environmental topics.
- **Writing Intensive Curriculum Committee.** The Writing Intensive Curriculum Committee evaluates courses according to the UH System Articulation Agreement governing Writing Intensive (WI) designation and intercampus transfer. Hallmarks of WI designated courses include a maximum class size, minimum word count and writing prerequisite, interaction between the instructor and student as part of a writing process, and emphasis on writing as a major grade determinant and a tool for learning course

material.

Hawai‘i CC Policy, HAW 5.202 Assessment Policy ([IV.A.4-2](#)) defines assessment as “the process of gathering information/data on student learning and services for the purposes of evaluating and improving the learning environment” and ensures that assessment is a consistent, College-wide practice. The policy delineates how the outcomes of assessment contribute to improving student learning and services, as well as the responsibilities of faculty, staff, vice chancellors, and directors. The Assessment Committee supports continuous improvement in learning by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process. The Institutional Assessment coordinator provides training and support to develop, align, and assess institutional, unit, program, and course outcomes; maintains and publishes assessment documentation, reports, and resources; and collaborates with administrators, division/department/unit leadership, and faculty/staff to facilitate assessment activities that foster continuous improvement.

In addition, Hawai‘i CC Policy, HAW 5.250 Course Review Policy ([IV.A.4-3](#)) outlines a systematic procedure for faculty review of courses to ensure continuity and relevance over time.

Faculty and academic administrators also offer recommendations for curriculum and student learning programs and services via the program and unit review process ([IV.A.4-4](#)). Additional feedback is provided by the CERC ([IV.A.1-18](#)), which is chaired by the vice chancellor for Academic Affairs (VCAA), and which evaluates all comprehensive program and unit reviews to provide “quality improvement” feedback to the review writers and to provide campus planning recommendations to the chancellor.

To ensure that current practices are followed and effective, Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness Policy ([IV.A.1-19](#)) specifies the VCAA as responsible for the “development and regular review” of the Academic Master Plan, which is a product of collaboration between faculty and the VCAA.

The College Council includes academic administrators, faculty, and staff as defined by the College Council Charter ([IV.A.2-4](#)), and provides recommendations on student learning programs, including the learning centers and library. The University of Hawai‘i Community Colleges UHCC Policy, UHCCP 5.203 ([IV.A.4-5](#)) addresses the establishment and issuance of the degrees and certificates within the UHCC, and delegates to each college the responsibility for planning, design, and establishment of programs leading to degrees and certificates.

Lastly, the Distance Education Substantive Change Process is addressed in the document titled “Substantive Change Proposal: Associate of Arts Degree via Distance Learning” ([IV.A.4-6](#)) and provides responsibilities for administration and faculty that ensure the integrity of online courses.

Analysis and Evaluation

Hawai‘i CC charters, policies, and other documents assign responsibility for reviewing and making recommendations on curriculum and student learning programs and services to specific constituencies within the faculty and academic administration. Policy is also in place to regularly evaluate practices for compliance and effectiveness.

LIST OF EVIDENCE

IV.A.4-1	Charter of the Academic Senate
IV.A.4-2	Hawai'i CC Policy, HAW 5.202 Assessment Policy
IV.A.4-3	Hawai'i CC Policy, HAW 5.250 Course Review Policy and Procedure
IV.A.4-4	Program and Unit Review Process
IV.A.1-18	College Effectiveness Review Committee
IV.A.1-19	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.A.2-4	College Council Charter Approved April 8, 2016
IV.A.4-5	UHCC Policy, UHCCP 5.203 Program Credentials Degrees and Certificates
IV.A.4-6	AA Substantive Change March 12, 2009

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The Constitution of the State of Hawai'i, Article X, Section 6, gives the Board of Regents ([IV.A.5-1](#)) domain over the University of Hawai'i System. Its responsibilities include authorizing, amending, and publishing policies "that provide the framework for the university." Board of Regents Policy, RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development ([IV.A.5-2](#)) ensures that Hawai'i CC faculty members have a voice "on matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved." UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy ([IV.A.3-3](#)) serves to implement RP 1.210.

At the campus level, Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness ensures effective decision-making for institutional plans and gives consideration to all relevant stakeholders ([IV.A.1-19](#)). Faculty, staff, and administrators provide collective input through the program and unit review process ([IV.A.4-4](#)), CERC, and the College Council. This document includes the UH System policies on planning, delineates institutional plans, explains the implementation process of the plans, and provides a schedule for continuous review of the plans to promote ongoing improvements. The flowchart diagram of the Integrated Planning Process illustrates the cycle of the College's resource allocation and plans implementation ([IV.A.5-4](#)).

Finally, the Hawai'i CC concept of *Kauhale* ([IV.A.1-2](#)) requires community involvement to harness collective knowledge and expertise. As described on the College's *About Hawai'i CC* webpage, "Community partnerships and collaboration are central to the mission of the College. To keep curricula and requirements current and relevant, the College has invited community leaders in business, industry, and the professions to serve as advisors to provide guidance regarding course content, selection of training equipment, employment needs, and the effectiveness of different programs. Program Advisory Councils are formed for each CTE degree program. In addition, the chancellor seeks advice from community and business leaders on ways

the College can assist in development for the community. Members of these advisory groups are listed throughout the catalog.”

Analysis and Evaluation

The College’s system of board and institutional governance ensures that all stakeholders participate in the development and review of institutional plans, policies, curricular changes, and other significant decisions. Specifically, guidelines for these considerations are stipulated in Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness, through which the College continuously develops and reviews plans to support institutional effectiveness and student success. Depending on the nature of the matter, decisions also include the direct involvement of the College Council, Academic Senate, student government, advisory councils, industry, and the community.

LIST OF EVIDENCE

- [IV.A.5-1](#) Office of the Board of Regents
- [IV.A.5-2](#) Board of Regents Policy, RP 1.210 Faculty Involvement in Decision and Policy Development
- [IV.A.3-3](#) UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy
- [IV.A.1-19](#) Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
- [IV.A.4-4](#) Program and Unit Review
- [IV.A.5-4](#) Strategic Plan Flowchart
- [IV.A.1-2](#) Concept of *Kauhale*

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College uses a number of methods to disseminate information institution-wide regarding the processes for decision-making and the resulting decisions. The chancellor shares updates on College progress and institutional planning at College-wide meetings, and posts this information on the Hawai‘i CC website ([IV.A.6-1](#)). Administrators also relay updates, announcements, and decisions during unit/division meetings and via campus email. In addition, significant decision-making bodies such as the College Council ([IV.A.6-2](#)), Academic Senate ([IV.A.6-3](#)), and student government ([IV.A.6-4](#)) record meeting proceedings with minutes, which are posted on the College’s website. The information described above is also discussed in division and department meetings. Other methods of communication include the faculty/staff/student listservs, the College newsletter *Kauhale* ([IV.A.6-5](#)), and the student newsletter *Ka‘Io* ([IV.A.6-6](#)).

Analysis and Evaluation

The College uses multiple methods, including its website, blogs, email, newsletters, and meetings, to broadcast decision-making processes and the resulting decisions.

LIST OF EVIDENCE

- [IV.A.6-1](#) Chancellor – Wala‘au January 11, 2018
- [IV.A.6-2](#) College Council Webpage
- [IV.A.6-3](#) Academic Senate

- [IV.A.6-4](#) Associated Students of the University of Hawai‘i-Hawai‘i Community College
[IV.A.6-5](#) Hawai‘i Community College *Kauahale*
[IV.A.6-6](#) Ka‘Io News

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The institution’s organizational chart ([IV.A.3-1](#)) and functional statement ([IV.A.3-2](#)) specify the roles and management responsibilities of each Hawai‘i CC administrator. Roles and responsibilities of administrative positions are reviewed during reorganization or when a position is up for recruitment.

Regular evaluation to assure integrity and effectiveness of the institution’s governance groups, including policies, procedures, and processes, takes place within the various campus entities. As stated in Standard IV.A.2, to establish effectiveness and relevance, the governing bodies representing faculty and College-wide constituencies conduct charter reviews. Review processes are documented in minutes and draft documents; revised charters are posted on the College website.

The College Council Charter was most recently updated in the 2017-18 academic year ([IV.A.2-4](#)). Additionally, the council has conducted surveys to evaluate its purpose and effectiveness ([IV.A.6-2](#)). Results are available on the council webpage and have been used as an impetus to discuss the role that the council plays within the College.

Likewise, the Academic Senate updated its charter in the 2016-17 academic year, which resulted in strengthening the preamble, identifying the need for additional committee designations, further detailing the roles of the chair and vice chair, redefining the role of the secretary to address duties related to the digital age, removing the archivist position, recognizing the addition of a permanent member from Pālanui on the Executive Committee, and establishing a review period for the charters, practices, and processes of Senate committees ([IV.A.7-1](#)).

The ASUH amended its constitution ([IV.A.7-2](#)) and by-laws ([IV.A.7-3](#)) in the 2015-16 academic year as well.

The College also has a Committee on Committees ([IV.A.7-4](#)), whose charge includes the “periodic review of committee structure[s].” Reporting directly to the College Council, the committee provides monthly updates at council meetings.

Analysis and Evaluation

The College evaluates the institution’s leadership roles and policies, procedures, and processes relative to governance and decision-making to ensure integrity and effectiveness; however, it needs to do so in a more consistent and predictable manner, formally documenting such evaluation. The institution uses results for ongoing improvement.

LIST OF EVIDENCE

IV.A.3-1	Organizational Chart
IV.A.3-2	Functional Statements
IV.A.2-4	College Council Charter Approved April 8, 2016
IV.A.6-2	College Council Webpage
IV.A.7-1	Academic Senate Charter – with modifications
IV.A.7-2	ASUH Constitution
IV.A.7-3	ASUH Bylaws
IV.A.7-4	Committee on Committees

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Hawai'i CC policy HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4, IV A.7	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

In accordance with the University of Hawai‘i (UH) System classification plan ([IV.B.1-1](#)), the chancellor has primary responsibility for providing “the 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.” In this capacity, the Hawai‘i CC chancellor--Chancellor Yamane (July 1, 2011-December 30, 2015), Interim Chancellor Onishi (January 1-June 30, 2016) and newly appointed Chancellor Solemsaas (July 1, 2016-present)--oversees all administrative and academic matters of the campus (Academic Affairs, Student Affairs, Administrative Services, EDvance (formerly the Office of Continuing Education and Training), and the Pālanui branch campus ([IV.B.1-2](#)), including budget planning and execution, human resources management, facilities management, long- and short-range academic and administrative planning, community outreach, fundraising, and entrepreneurial activities.

Under the direction of the chancellor, clearly articulated policies regarding campus governance, committee work, and planning processes are in place. These policies provide guidance and clarify the roles of different constituents and campus leaders regarding the planning and operations of the College. The College governance structure and planning policies support a participatory and transparent system under the leadership of the chancellor (see Hawai‘i CC Policy, HAW 3.301 ([IV.B.1-3](#)), HAW 3.303 ([IV.B.1-4](#)), HAW 4.201 ([IV.B.1-5](#))). On campus, the chancellor regularly meets with the College administrative team and the chairs of the College Council and the Academic Senate to communicate institutional values, goals, institution-set standards, and other relevant information related to planning and mission fulfillment. The chancellor reports to the College Council at its monthly meetings ([IV.B.1-6](#)) and is occasionally invited to address the Academic Senate when the Academic Senate chair and chancellor decide an issue needs to be shared collaboratively with the faculty. The chancellor also ensures that these matters are communicated in a timely manner to the College community during campus-wide meetings at fall and spring convocation, in email announcements and web postings ([IV.B.1-7](#)). Off campus, the chancellor meets with Rotary Clubs and the Hawai‘i Island, Kona, Kohala, and Japanese Chambers of Commerce to share mission and vision ideas and other relevant news with the community. The chancellor also convenes an advisory council to provide community input on pertinent planning issues ([IV.B.1-8](#)).

The chancellor approves the College budget. The administrative team, headed by the chancellor, is given information about all budget expenditures during budget planning meetings. In 2017, the chancellor requested that the College Council review planning processes and clarify further the role of the council as it relates to setting priority criteria for resource allocation. As a part of the resource allocation process, the results of the program and unit review process and the budget prioritization process are grounded in relevant data and analysis to help inform work plans and resource allocation. For example, permanent positions to support the redesign of developmental

education resulted from the 2015 program reviews for reading, writing, and math, which requested “More permanent, full-time faculty... not only to teach high-demand developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning developmental ... courses.”

The chancellor oversees institutional effectiveness and ensures that the integrated planning cycle is based on a culture of evidence and focuses on student learning ([IV.B.1-5](#), [IV.B.1-9](#)).

Additionally, the chancellor recommends for Board of Regents (BOR) approval the College mission and vision statements and strategic plans that ensure commitment to student learning and success ([IV.B.1-10](#)). In pursuit of College endeavors, as needed and in consultation with the UH president and the University of Hawai‘i Community Colleges (UHCC) vice president, the chancellor represents the campus in legislative sessions in support of Hawai‘i CC and UH System missions.

Consistent with Board of Regents Policy, BOR 5.201 ([IV.B.1-11](#)), the chancellor acts on behalf of the campus to make recommendations to the BOR about programs that are “new, provisional, under review” in support of the College mission. Upon recommendations of the faculty, the chancellor certifies to the BOR that graduates have met prescribed program requirements in the awarding of degrees and certificates of achievement contained in BOR-approved degree programs. The chancellor also approves new certificates of competence and completion in support of the mission.

In selecting and evaluating personnel, the chancellor adheres to all contracts and has final approval of all personnel appointments at the College. To support personnel development, the chancellor promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad, and sabbatical leave. The chancellor also supports an annual Chancellor’s Award for Outstanding Service to a faculty or staff member and recruits campus representatives to serve on selection committees for other awards given to faculty or staff ([IV.B.1-12](#)).

Analysis and Evaluation

The chancellor demonstrates primary responsibility for the quality of the institution through effective leadership in the areas of planning, budget, organization, human resources, and institutional effectiveness driven by a well-communicated commitment to institutional values, goals, and standards. Clearly articulated policies are in place for campus governance. The chancellor takes an active role in the selection, development, and evaluation of personnel. An integrated planning cycle is in place through which the chancellor manages and assesses institutional effectiveness.

LIST OF EVIDENCE

IV.B.1-1	Chancellor Job Code GE102
IV.B.1-2	Organizational Chart
IV.B.1-3	Hawai‘i CC Policy, HAW 3.301 College Committee Structure
IV.B.1-4	Hawai‘i CC Policy, HAW 3.303 Campus Governance
IV.B.1-5	Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.B.1-6	College Council Meeting Agendas and Documents
IV.B.1-7	Chancellor Announcement

- [IV.B.1-8](#) Advisory Committee
- [IV.B.1-9](#) Strategic Plan Flowchart
- [IV.B.1-10](#) Strategic Directions 2015-2021
- [IV.B.1-11](#) Board of Regents Policy, RP 5.201 Instructional Programs
- [IV.B.1-12](#) Faculty and Staff Award

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College's administrative structure is comparable to other similarly sized higher education institutions in the state ([IV.B.1-2](#)). Evaluation of the administrative structure occurs through the ongoing integrated planning process (program/unit review, planning, and budget prioritization processes) ([IV.B.1-5](#)). New mandates, position vacancies, new allocation, programmatic changes, and program/unit review results communicate the effectiveness of organizational units and reporting structures, and inform the need for administrative responsibilities. As a result of the above processes and with a new chancellor, the administrative team began a more comprehensive review of overall administrative structure and staffing support in key areas in 2017. A proposal for an organizational restructure has been developed to strengthen Hawai'i Island support, particularly because the new Pālanui campus is approximately 75 miles away from the main, Hilo location ([IV.B.2-1](#)). Thus, support for the Pālanui branch campus was redefined to ensure integrated academic and student affairs operations with administrative services at that site instead of at a central Hilo location. The proposal also included consolidation of departments, such as the merging of Construction Academy with Transportation and Trades to create a new unit, Applied Technology Education.

Evaluations of executive management staff are done annually, which include setting of goals and identifying work plans for the forthcoming academic year. All administrators working directly under the chancellor have clearly defined job descriptions and are evaluated annually using the guidelines set forth in UH Executive policy EP 9.212.IX ([IV.B.2-2](#)) (see Standard III.A.1). This includes responsibilities delegated by the chancellor and assigned to members of the administrative team. For example, the chancellor has delegated responsibility for "overall administration, management, development, and integrity of all academic programs and services at the College, both instructional and non-instructional programs" to the vice chancellor for Academic Affairs (VCAA). The VCAA serves as the chief academic officer of the campus with, among other duties, decision-making and direct responsibilities "for all instructional programs and courses."

Analysis and Evaluation

Through the integrated planning process, the chancellor oversees and evaluates the administrative structure of the College, focusing on its commitment to meet the needs of all segments of the Hawai'i Island community. Staffing and delegation of authority to personnel, such as the vice chancellors for Academic Affairs, Administrative Services, and Student Services, are consistent and appropriate.

LIST OF EVIDENCE

IV.B.1-2	Organizational Chart
IV.B.1-5	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.B.2-1	Reorganizational Proposal
IV.B.2-2	UH Executive Policy, EP 9.212.IX Executive/Managerial Classification and Compensation Section IX

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Under the chancellor's leadership, the College institutes processes that support ongoing improvements in the teaching and learning environment, taking a *Kauhale* approach to how the College community communicates both internally and with its surrounding community. Campus governance operates under the philosophy of collegiality ([IV.B.1-4](#)). Faculty members, through the Academic Senate, have primary responsibility for the teaching of courses and share the responsibility for overseeing the curriculum with the chancellor, who has delegated the maintenance of the curriculum to the VCAA. Additional collegial processes include committee work ([IV.B.1-3](#)) and convocation activities, during which the chancellor communicates the status of key initiatives that impact instruction and student achievement, planning, and mission fulfillment. In addition, the chancellor holds *Wala'au* ("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, grant activities, developmental education, budget, and on the accreditation process ([IV.B.3-1](#)).

From 2013 until 2015, each college in the UH System was responsible for setting its student performance standards based on information provided by the Office of the Vice President of Community College (OVPCC). Each college was also responsible for evaluating whether targets were met. During 2015 and 2016, the vice president met with each college's chancellor and with

the chancellors as a whole to develop a systemwide set of performance measures. The result was UHCC Policy, UHCCP 4.203, Institution-Set Standards ([IV.B.3-2](#)), implemented in February 2017. The vice president meets during the fall semester on each campus to give an annual presentation on the respective college's attainment of the targets ([IV.B.3-3](#)).

On November 16, 2017, highlights of targets met and deficiencies as summarized by the vice president were shared by the chancellor through the chancellor's *Wala'au* e-newsletter sent via the campus faculty/staff listserv ([IV.B.3-4](#)). The administrative team meets regularly with the chancellor to develop and follow up on action plans to address the deficiencies.

As CEO, the chancellor oversees the College's integrated planning activities ([IV.B.1-5](#)), which include assessment and program and unit reviews, strategic planning, and resource allocation. The chancellor has maintained a collegial focus on improvements to the teaching and learning environment by emphasizing faculty involvement throughout review processes to ensure that academic planning remains a priority, and through the activities of the Assessment Committee, a group that is comprised of faculty and staff. The committee monitors and refines assessment-related portions of the program/unit review processes, and assists in the development and implementation of assessment plans for student learning outcomes in all programs and units.

The College's Institutional Research Office (IRO) compiles regular and on-demand reports that analyze data at the student, program, and curricular levels ([IV.B.3-5](#)). Such reports, along with system data, are utilized by programs and units to prepare their reviews and assessments of student learning, which are then evaluated by the College Effectiveness Review Committee (CERC), which has College-wide representation, to determine if institutional goals have been met. The CERC also evaluates budget requests generated during the program/unit review process, measuring their relevance to strategic plan goals and providing the chancellor with a summary evaluation and budget recommendations ([IV.B.3-6](#)). In consultation with the administrative team, the chancellor uses CERC recommendations to manage campus resources and develop the campus budget, as well as to develop supplemental and biennium budget recommendations for the OVPCC. These processes emphasize the primary role of data-driven institutional planning.

Via the College's integrated planning process, the chancellor ensures that the College evaluates whether institutional planning and implementation efforts achieve the mission of the institution, and that planning culminates in resource requests, which are prioritized based on strategic plan objectives and College priorities in support of student achievement and learning. As such, ongoing implementation and evaluation of goals set in campus plans and/or appendices are reviewed and updated appropriately. This has resulted in the College's Strategic Plan for 2015-2021, setting the stage to formally link strategic plan outcomes with comprehensive program and unit review processes, further establishing procedures to evaluate overall institutional planning and effectiveness ([IV.B.3-7](#)).

Analysis and Evaluation

Established policies and procedures demonstrate the chancellor's prioritization of continuous improvement of the institution through the achievement of educational goals. Integrated planning activities rely on data collected both internally and externally, and analysis of the data leads to coordinated resource allocation recommendations. Comparison of data from program and unit

reviews with available resources ensures that allocations are funneled to the areas that will have the most impact on student learning and achievement. Evaluation of institutional planning and implementation efforts supports the achievement of the College's mission.

LIST OF EVIDENCE

IV.B.1-4	Hawai'i CC Policy, HAW 3.303 Campus Governance
IV.B.1-3	Hawai'i CC Policy, HAW 3.301 College Committee Structure
IV.B.3-1	Conversation with the Chancellor
IV.B.3-2	UHCC Policy, UHCCP 4.203 Institution-Set Standards
IV.B.3-3	Vice President Annual Presentation
IV.B.3-4	Chancellor's <i>Wala'au</i>
IV.B.1-5	Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.B.3-5	IRO Mission
IV.B.3-6	CERC AY 2014-2015-2016
IV.B.3-7	Strategic Planning Resources

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Per the College's functional statement, the chancellor is responsible for maintaining the "accreditation standards as promulgated by the Accrediting Commission for Community and Junior Colleges, the state Legislature, and other governing bodies" ([IV.B.4-1](#)). The chancellor assigned the Accreditation Liaison Officer (ALO) position to a faculty member, who is required to provide the *Kauhale* with ongoing updates via email and during Campus-wide meetings, coordinate the writing of mid-term reports and substantive change proposals, and to assume other responsibilities that may arise.

In 2016, preparation for the institutional self-evaluation report (ISER) and analysis resulted in the establishment of the Accreditation Team and Core Team to document how the College complies with all accreditation requirements, standards, and policies. Using Stanford's Design Thinking model, members of each Standard Team were carefully selected to ensure diverse cross-campus representation. Two faculty members served as ISER co-chairs and led the Core Team (accreditation steering committee). The Core and Standard Teams membership included faculty, staff, and administrative leaders. The chancellor provided appropriate resources for training and consultation to ensure faculty, staff, and administrative personnel were equipped to actively participate and engage in the accreditation process ([IV.B.4-2](#), [IV.B.4-3](#), [IV.B.4-4](#)). The chancellor has either attended or sent representatives to ACCJC accreditation trainings to ensure familiarity with the new standards and policies.

The chancellor met regularly with the ISER co-chairs and ALO and attended Core Team meetings. The membership of the Accreditation Team and Core Team demonstrate how faculty, staff, and administrative leaders are all part of the process.

In addition, Chancellor Solemsaas requested training to serve as an ACCJC evaluator. Prior to joining Hawai'i CC, she served as an accreditation evaluator for the Northwest Commission on Colleges and Universities for five years, visiting seven different institutions in Montana, Oregon, and Washington. Chancellor Solemsaas also issued a campus-wide invitation seeking volunteers across the *Kauhale* to serve as ACCJC evaluators.

Analysis and Evaluation

The chancellor actively leads the *Kauhale* in its commitment to meeting eligibility requirements, standards, and commission policies at all times. Members of faculty, staff, and administration have been recruited to serve in a variety of roles: as ALO, on accreditation teams, and in work groups writing and reviewing the ISER. Furthermore, the chancellor has set an example of accreditation service as a volunteer evaluator and encourages faculty, staff, and administration to do likewise

LIST OF EVIDENCE

- [IV.B.4-1](#) Functional Statements
- [IV.B.4-2](#) Accreditation Kick-off workshop
- [IV.B.4-3](#) Accreditation Team Training – fall 2016
- [IV.B.4-4](#) Accreditation Team Training – spring 2017

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The chancellor ensures that all statutes, regulations, and governing board policies are followed ([IV.B.5-1](#)). If there are questions about whether or not proposed actions are appropriate, the chancellor consults with UH legal counsel and UHCC Human Resources. Examples of how the chancellor ensures that statutes, regulations, and policies are followed at the College level include the following:

- Internal and external audit findings
- Follow-up on findings from student complaints and student discipline
- Clery Report findings
- CARE Team findings
- Title IX regulations with the management team
- Proof of compliance with required trainings, including sexual assault, right to privacy, and faculty-student behavior.

Written system directives on updates or new statutes, regulations, and governing board policies are distributed to the administrative team and to the campus. During summer 2017, UH System policy updates were reviewed to identify updates needed for related College policies. The chancellor also assures consistency with the UH System through campus policy actions, overseeing the need to revise, create, or delete policies through the 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 the vice chancellors' offices.

Through participation in the University Council of Chancellors and the Council of Community College Chancellors ([IV.B.5-2](#)), the chancellor works directly with system leadership to negotiate budgetary concerns such as meeting the institutional performance standards, the FTE targets, and the College reserves. The chancellor takes action to implement new requirements and disseminate UH System information, policies, regulations, etc., through weekly meetings with the administrative team, who assure appropriate steps are taken within their respective areas. All information is also shared with the College at monthly College Council meetings. The chancellor makes campus-wide presentations during fall and spring convocation. When invited to Academic Senate or committee meetings, the chancellor provides updates about UH System policies and their impacts on the College.

The chancellor ensures that College practices are consistent with the mission and College policies through the integrated planning process, which includes evaluation via the program/unit review process. Results and recommendations are submitted to the chancellor for consideration and planning purposes.

The chancellor is responsible for the fiscal management of the College and approves the College budget, which is overseen by the vice chancellor of Administrative Services. The administrative team, headed by the chancellor, reviews expenditures and personnel changes, particularly vacant position status. In 2016, the administrative team adopted fiscal guiding principles that 1) ensure a balanced budget, 2) invest in the future, and 3) maintain a prudent level of reserves. With no additional funding available for allocation, the administrative team focused on reallocating vacant personnel while establishing funds to be used for priorities; reserves were set aside to ensure contingency funds are in place for future priorities ([IV.B.5-3](#), [IV.B.5-4](#)).

Analysis and Evaluation

The chancellor assures that statutes, regulations, and board policies are implemented and communicated effectively, and that College practices are in line with these requirements and consistently reflect the College's mission. The chancellor effectually controls the budget and expenditures, working directly with system leadership and the College's administrative team.

LIST OF EVIDENCE

- [IV.B.5-1](#) Chancellor's Duties
- [IV.B.5-2](#) UHCC Policy, UHCCP 1.101 Council of Community Colleges Chancellors
- [IV.B.5-3](#) Budget Planning 2016
- [IV.B.5-4](#) Budget Planning 2017

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Hawai'i CC is committed to the spirit of *Kauhale*. In addition to providing monthly updates to

the College Council, regularly attending participatory governance committees, and presenting during All College meetings, the chancellor meets regularly with communities served by the institution. The chancellor provides monthly articles to the local chamber newsletter and presents College updates at community functions and meetings ([IV.B.6-1](#)).

Administrative team members also 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, which provide input to all Career and Technical Education programs. Each program meets with its council one or two times a year to ensure that the program continues to meet community and employer needs ([IV.B.6-2](#)). In addition, the chancellor and members of the administrative team support the state’s P-20 initiatives ([IV.B.6-3](#)), strengthening ties with the College’s K-12 partners, such as Department of Education (DOE), Kamehameha Schools, and other charter schools. In 2017, the chancellor helped to launch the Hawai‘i Island Educational Leadership group, consisting of the chancellors from UH Hilo and Hawai‘i CC, three DOE Complex Area Superintendents, and a representative from the P-20 initiative. The group seeks to establish communication among the various stakeholders within the educational community to ensure that students succeed in a cohesive system ([IV.B.6-4](#)).

In addition, the chancellor ensures administrative support for a number of College projects designed to strengthen communication and engagement with the community. In 2017, the College undertook its 50th Model Home Project. The project included a fundraising event that gathered alumni and community and business partners to support this worthy endeavor ([IV.B.6-5](#)). Pālanui also hosted the UH president’s speaker series events ([IV.B.6-6](#)). The events hosted anywhere from 65 to 120 community attendees.

Finally, the chancellor has awarded outstanding community partners with a Mahalo Award since 1995. Partners are selected from list of nominees and are often awarded during the College’s end of the year celebration ([IV.B.6-7](#)).

Analysis and Evaluation

The chancellor works closely with the community through many educational and leadership organizations and encourages the leadership team to do the same. Communications with the community are frequent and varied, ensuring that its needs remain central to the work that the College does.

LIST OF EVIDENCE

- [IV.B.6-1](#) Chamber of Commerce Newsletter
- [IV.B.6-2](#) Hawai‘i CC Policy, HAW 3.302 Program Advisory Councils
- [IV.B.6-3](#) P-20 Fact Sheet
- [IV.B.6-4](#) Hawai‘i Island Education Leadership meeting
- [IV.B.6-5](#) 50 years of Model Homes

[IV.B.6-6](#) President's Series Pālamanui Program
[IV.B.6-7](#) Mahalo Award

IV.C. Leadership and Governance

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai‘i (UH) is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the university that incorporates all of public higher education, including the University of Hawai‘i Community College (UHCC) System. The regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the state or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the university. The student regent is appointed for a two-year term, and may be reappointed ([IV.C.1-1](#), [IV.C.1-2](#)).

Members of the board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the governor and confirmed by the state Senate. The RCAC consists of seven members, with four members appointed by the governor and one member each appointed by the president of the state Senate, the speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the regents, qualifies and screens the applicants, and presents to the governor a slate of nominees for each vacant regent position ([IV.C.1-3](#), [IV.C.1-4](#)).

The bylaws of the BOR include the specific organization and responsibility of the board and its committees for academic matters, financial oversight, and general control of the university. This authority is further delineated through Regents Policies (RP) ([IV.C.1-5](#), [IV.C.1-6](#)). Several policies, including RP 4.201 Mission and Purpose of the University, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The board executes these responsibilities through regular reporting and deliberation at board and committee meetings. The board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan ([IV.C.1-7](#), [IV.C.1-8](#)).

Analysis and Evaluation

The governing board is established in state statute and the board is appointed through a process of open recruitment for board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the board for the governance of the university is established in the state constitution and statute, and the board has organized its bylaws, policies, and processes to carry out the full measure of board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.

The authority of the board encompasses all components of the university, including the UHCC System and the individual community colleges.

LIST OF EVIDENCE

IV.C.1-1	Hawai'i Revised Statutes 304A-104 Regents; appointment; tenure, qualifications; meetings
IV.C.1-2	Board of Regents Homepage
IV.C.1-3	Hawai'i Revised Statutes 304A-104.6 Candidate advisory council for the board of regents of the University of Hawai'i
IV.C.1-4	RCAC Website Homepage
IV.C.1-5	Bylaws of the Board of Regents of the University of Hawai'i
IV.C.1-6	Board of Regents Policies (Chapter Tables of Contents)
IV.C.1-7	Board of Regents Policy, RP 4.201 Mission and Purpose of the University
IV.C.1-8	Board of Regents Minutes of April 20, 2017, pp. 8-9 (approving the report from the IAFP permitted interaction group)

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The primary policy governing board interaction among board members and with the broader university community is Board of Regents Policy, RP 1.202 Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states the following:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the board and the university administration, including the requesting and providing of information to and from the board and the administration ([IV.C.2-1](#)).

The policy is further emphasized through the BOR handbook that is made available to all incoming regents and published on the board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of regents, including the responsibility of individual regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree” ([IV.C.2-2](#)).

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that regents feel that there is effective

communication and mutual trust, leading to a “high-performing group that works well together” ([IV.C.2-3](#), [IV.C.2-4](#), [IV.C.2-5](#)).

Analysis and Evaluation

As noted, RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of board minutes did not disclose any instances of board members acting outside the policy guidelines.

LIST OF EVIDENCE

IV.C.2-1	Board of Regents Policy, RP 1.202 Relationship of the Board to Administration and University (Section III.B.2.b)
IV.C.2-2	Board of Regents General Overview
IV.C.2-3	Board of Regents Minutes of October 31, 2017
IV.C.2-4	Board Self-Evaluation Results, 2017
IV.C.2-5	Board of Regents Minutes of November 16, 2018

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system

Evidence of Meeting the Standard

As the governing body of the UH System, the BOR selects and evaluates the university president. Board of Regents Policy, RP 2.203 Policy on Evaluation of the President establishes the evaluation protocols for the university president, including an annual self-assessment by the president, additional data collection by the board, a preliminary meeting between the board and the president, and a final evaluation after the president responds to the preliminary assessment ([IV.C.3-1](#)).

System CEO Selection

There has not been a search for the vice president for Community Colleges (VPCC) since the position was re-established in 2005, and the current vice president was appointed to oversee the reorganization of the community college system. Should the position of vice president become vacant, the president would follow the recruitment and other procedures outlined in Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the BOR, which has the final approving authority for that position ([IV.C.3-2](#)).

Campus CEO Selection

The process for selecting the chancellor (CEO) of a college is managed by the VPCC. The search process involves the creation of a 15- to 20-member committee, the Chancellor Search Advisory Committee, composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The vice president determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of chancellors, UHCC Policy, UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies ([IV.C.3-3](#)). A detailed set of procedures, which has been used consistently for several years in this process, is appended to the policy.

The authority for appointment of the college chancellor is delegated to the VPCC, with final approval of the appointment by the president of the university. A public announcement is made, and the selected candidate is also placed on the agenda of the BOR to ensure that the regents are fully informed of the selection process and the selected candidate.

UH CEO Evaluation

Evaluations are conducted in executive session at a public board meeting with the summary results of the evaluation also made public and included in board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence ([IV.C.3-4](#), [IV.C.3-5](#), [IV.C.3-6](#)).

UHCC and CC Campus CEO Evaluation

The board delegates the evaluation of the VPCC to the university president, and the evaluation of the individual college chancellors is further delegated to the VPCC. The annual evaluation of both the VPCC and the chancellors is governed by UH Executive Policies, EP 9.203 Evaluation of Board of Regents Appointees and EP 9.212 Executive/Managerial Classification and Compensation ([IV.C.3-7](#), [IV.C.3-8](#)).

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive's performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college's attainment of its strategic goals as a component of the chancellor's evaluation ([IV.C.3-9](#)).

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda ([IV.C.3-10](#)). Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations, or does not meet expectations ([IV.C.3-11](#)).

Analysis and Evaluation

CEO Selection

The procedures used to recruit and select the VPCC and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The president of the university makes the final selection of the vice president, subject to approval by the BOR. The VPCC makes the final determination of the chancellor, subject to approval by the president.

CEO Evaluation

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the vice president and all college chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

LIST OF EVIDENCE

- [IV.C.3-1](#) Board of Regents Policy, RP 2.203 Policy on Evaluation of the President
- [IV.C.3-2](#) Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies
- [IV.C.3-3](#) UHCC Policy, UHCC 9.210 Recruitment, Selection, and Appointment of Community College Chancellors
- [IV.C.3-4](#) Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17)
- [IV.C.3-5](#) Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9)
- [IV.C.3-6](#) Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11)
- [IV.C.3-7](#) UH Executive Policy, EP 9.203 Evaluation of Faculty and Administrative, Professional and Technical Employees
- [IV.C.3-8](#) UH Executive Policy, EP 9.212 Executive/Managerial Classification and Compensation
- [IV.C.3-9](#) UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation
- [IV.C.3-10](#) 360 Questionnaire for Executive/Managerial Evaluation
- [IV.C.3-11](#) President's Memo of March 29, 2017 (establishing new categories for 360)

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The autonomy of the university and related independent authority of the BOR is embodied in Article X of the state constitution. Section 6 of Article X specifically states that

“There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the Senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the state. The board shall have the power to formulate policy, and to exercise control over the university through its

executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern” ([IV.C.4-1](#)).

In carrying out its responsibilities, the board leadership often testifies at legislative hearings on matters relating to the university, and meets with key state legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the board and the university’s administrative legislative coordinator.

Analysis and Evaluation

The autonomy of the university is established in the state constitution. Given the authority of the legislature to enact laws of statewide concern, the board remains attentive to whether such laws might impede the university and board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for university athletics led to extensive legislative hearings and bills introduced relating to management and control within the university. The BOR responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of university operations. The ATG, comprised of both regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The board considered the reports, and made governance and policy changes in accordance with some of those recommendations ([IV.C.4-2](#), [IV.C.4-3](#), [IV.C.4-4](#), [IV.C.4-5](#), [IV.C.4-6](#)).

By taking the initiative to address the issues raised by the legislature in a comprehensive and very public manner, the board exercised not only its responsibility for oversight and management of the university, but also its authority to act on matters relating to the university, and protecting the institution from undue influence and political pressure.

LIST OF EVIDENCE

IV.C.4-1	State Constitution, Article X, Section 6
IV.C.4-2	Advisory Task Group (ATG) on Operational and Financial Controls report of November 12, 2012
IV.C.4-3	ATG report of May 12, 2013
IV.C.4-4	ATG report of May 12, 2013
IV.C.4-5	ATG report of July 15, 2013
IV.C.4-6	ATG report of August 14, 2013

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the board acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies and strategic plans are aligned and guide the university in fulfilling its overall mission. The role of community colleges within the UH System is further defined in Board of Regents Policy, RP 4.207 Community College System ([IV.C.5-1](#)).

The board has modified the UH mission statement twice in the past several years. In 2009, the regents adopted a change in the mission that made explicit the university's responsibility and commitment to the success of Native Hawaiian students and the desire for the university to be a model indigenous serving institution ([IV.C.1-7](#)). In 2014, the regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the university. This subsequently led to the creation of a new policy on Sustainability, Board of Regents Policy, RP 4.208, illustrating the alignment of mission and policy ([IV.C.5-2](#)). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in Board of Regents Policy, RP 4.201, Section C.b, "The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the UH System, emphasizing the fundamental commitment to access and quality." Board of Regents Policy, RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

Analysis and Evaluation

BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

LIST OF EVIDENCE

- [IV.C.5-1](#) Board of Regents Policy, RP 4.207 Community College System
- [IV.C.1-7](#) Board of Regents Policy, RP 4.201 Mission and Purpose of the University
- [IV.C.5-2](#) Board of Regents Policy, RP 4.208 Sustainability Policy

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The BOR homepage (<http://www.hawaii.edu/offices/bor/>) includes links to the board bylaws and policies. The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the board and the scope of each committee, the meeting requirements for both committees and the board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the board. The bylaws also include the conflict of interest requirements for board members ([IV.C.1-2](#), [IV.C.6-1](#)).

Analysis and Evaluation

The bylaws are published and made available to the public, and include all required elements of the Standard.

LIST OF EVIDENCE

[IV.C.1-2](#) Board of Regents Homepage
[IV.C.6-1](#) Board of Regents Bylaws

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

BOR policies are reviewed on a staggered three-year cycle, with current iterations posted at the board's homepage. As a result of a recommendation from the previous comprehensive accreditation review, the university and board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH executive policies and administrative procedures ([IV.C.7-1](#)).

The features of the PPIS include

- Description of the PPIS with frequently asked questions on the PPIS homepage
- Easy public access to all policies, including from the BOR homepage
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents Policy
- Automatic notification to interested parties of any change in policy ([IV.C.7-2](#)).

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-8, and August 2019 for Chapters 9-12 ([IV.C.7-3](#)).

The review of Chapters 1-4 was conducted beginning in summer 2017 with a review of the 28 policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged, b) be subject to editing for clarity or alignment with current practice, c) undergo substantive review and modification, or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the board at its November 16, 2017 meeting ([IV.C.7-4](#), [IV.C.7-5](#)). A further update was provided to the Committee on April 5, 2018 ([IV.C.7-6](#)).

Analysis and Evaluation

The board policies are publicly available through the BOR homepage and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in summer 2017 and resulted in the review of 28 policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai'i Revised Statutes, the public employee collective bargaining law.

LIST OF EVIDENCE

IV.C.7-1	UH Systemwide Policies and Procedures Information System (PPIS) Homepage
IV.C.7-2	Sample notifications from PPIS
IV.C.7-3	BOR Policy Review Schedule
IV.C.7-4	Committee on Academic Affairs and Board Governance Minutes of November 1, 2017
IV.C.7-5	Board of Regents Minutes of November 16, 2017
IV.C.7-6	Board of Regents Minutes of April 5, 2018

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The board has established strategic goals for the university and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of the university’s research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the university’s role as the single system of public higher education in the state.

These key goals, endorsed by the board in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures ([IV.C.8-1](#), [IV.C.8-2](#), [IV.C.8-3](#), [IV.C.8-4](#)).

The board regularly receives updates on the university’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the Academic and Student Affairs Committee. The board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways ([IV.C.8-5](#)).

The board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation

The board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

LIST OF EVIDENCE

- [IV.C.8-1](#) Board of Regents Minutes of January 22, 2015 (p. 15, documenting endorsement of Strategic Plan)
- [IV.C.8-2](#) Strategic Directions 2015-2021 and Strategic Directions Metrics PPT (included with Minutes of November 19, 2015)
- [IV.C.8-3](#) UH Metrics 2015-2016 (included with Minutes of January 26, 2017)

- [IV.C.8-4](#) Midterm Report, January 2018
[IV.C.8-5](#) UHCC Strategic Directions 2015-2021

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

All new board members receive a full-day orientation that consists of two major components. The first is an introduction to university functions, governance, and strategic directions. The second component deals with board governance, processes, ethics, and conduct. All new board members receive a copy of the BOR General Overview as a part of the orientation, as well as a substantial *New Regent Orientation Book*. Additionally, beginning in 2017, new board members are paired with a more experienced board member, who serves as a mentor to the incoming member ([IV.C.1-5](#), [IV.C.9-1](#), [IV.C.9-2](#)).

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees ([IV.C.9-3](#)).

The board also organizes training for its members as a part of regular board retreats or board committee meetings. For example, during the 2016-2017 academic year, the university external auditor conducted a four-part training session for the Independent Audit Committee, drawn from the American Institute of Certified Public Accountants handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management ([IV.C.9-4](#)). The vice president for Budget and Finance also provides an overview of the State of Hawai'i budget as it pertains to the University system ([IV.C.9-5](#)).

Analysis and Evaluation

New board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at board meetings.

In 2017, the board updated its committee structure to modify the Personnel Committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to board service is provided for board members.

LIST OF EVIDENCE

- [IV.C.1-5](#) Board of Regents Bylaws
[IV.C.9-1](#) Board Orientation Agenda for 2017-2018
[IV.C.9-2](#) Board of Regents General Overview
[IV.C.9-3](#) Regents attendance at AGB/ACCT conferences (list)
[IV.C.9-4](#) Board of Regents Minutes of October 6, 2016 (documenting AICPA session)

[IV.C.9-5](#) State of Hawai'i Budget 101 (CFO Presentation)

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board of Regents Policy, RP 2.204 establishes the process for board self-evaluation. In 2017, the board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the board evaluation process ([IV.C.10-1](#), [IV.C.10-2](#)).

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 ([IV.C.10-3](#), [IV.C.10-4](#), [IV.C.10-5](#)). Additionally, in 2012-2013, the board undertook a comprehensive audit of the university operations, including board functions and structure, and implemented significant changes in response to the audit recommendations ([IV.C.10-6](#), [IV.C.10-7](#), [IV.C.10-8](#), [IV.C.10-9](#)).

The board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations ([IV.C.10-10](#)).

Analysis and Evaluation

The board uses the results of its evaluation to improve its operations. For example, in 2015 the board evaluation included an assessment of whether the board committee structure adequately aligned with the strategic directions of the university. The concern was that the then-current structure of having an Academic Affairs Committee, a Student Affairs Committee, and a Community College Committee resulted in un-coordinated conversations about student success. After debate and consultation, the board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the board acted to create a committee on research and innovation, also in alignment with the university's strategic directions.

While the board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the board acted to expand the Personnel Committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

LIST OF EVIDENCE

- [IV.C.10-1](#) Board of Regents Policy, RP 2.204 Policy on Board Self Evaluation
[IV.C.10-2](#) Cynthia Quinn Memo on changes to Board of Regents Bylaws (2017 amendment of

- committee structure)
- [IV.C.10-3](#) Board of Regents Minutes of November 7, 2014 (Board 2014 self-evaluation, pp. 2-4)
- [IV.C.10-4](#) Committee on Personnel Affairs and Board Governance Minutes of September 7, 2017 (Board 2017 self-evaluation)
- [IV.C.10-5](#) Board of Regents Minutes of October 31, 2017 (Board self-evaluation and priority-setting)
- [IV.C.10-6](#) Advisory Task Group Report November 2012
- [IV.C.10-7](#) Advisory Task Group Report May 2013
- [IV.C.10-8](#) Advisory Task Group Report July 2013
- [IV.C.10-9](#) Advisory Task Group Report August 2013
- [IV.C.10-10](#) Association of Governing Boards workshop on evaluating operations

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation ([IV.C.1-5](#)).

Board of Regents Policy, RP 2.206 Policy on Regents as Employees also describes the conflicts of interest that may arise when regents are also active employees of the university and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IV.C.11-1](#)).

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai'i State Ethics Commission. These disclosures are open to the public. The board has also included a board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings ([IV.C.11-2](#)).

Analysis and Evaluation

The board is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular board professional development.

Potential ethics concerns are routinely identified during board meetings, and the regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The UH general counsel is available at board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for board members having acted in a manner inconsistent with the established ethics bylaws and policies.

LIST OF EVIDENCE

- [IV.C.1-5](#) Bylaws of the Board of Regents October 1, 2015
- [IV.C.11-1](#) Board of Regents Policy, RP 2.206 Regents as Employees
- [IV.C.11-2](#) Board of Regents Minutes for January 26, 2017 (with Ethics Commission Presentation PPT)

IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board of Regents Policy, RP 2.202 Duties of the President clearly documents the relationship between the BOR and the UH System president, and establishes the authority of the president to implement and administer board policies ([IV.C.12-1](#)).

The general policy on duties of the president is further refined in specific actions. For example, Board of Regents Policy, RP 9.218 Delegation of Personnel Actions describes those hiring actions reserved by the board, those delegated to the president, and those that may be further delegated by the president ([IV.C.12-2](#)).

The structure of the UH System establishes this line of authority with the UH System president, and through the president to the VPCC, and the individual college chancellors.

When the board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the board, and with such powers and duties as determined by the board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an Integrated Academic and Facilities Plan for the UH System ([IV.C.12-3](#)). The task group included both regents and UH administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System ([IV.C.12-4](#), [IV.C.12-5](#), [IV.C.12-6](#), [IV.C.12-7](#)).

Analysis and Evaluation

While the board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the UH System, the board does not actively engage in direct or detailed management of the community colleges or individual campuses.

LIST OF EVIDENCE

- [IV.C.12-1](#) Board of Regents Policy, RP 2.202 Duties of the President
- [IV.C.12-2](#) Board of Regents Policy, RP 9.218 Delegation of Personnel Actions
- [IV.C.12-3](#) Integrated Academic and Facilities Plan

- [IV.C.12-4](#) Board of Regents Meeting September 17, 2015
[IV.C.12-5](#) Board of Regents Meeting September 22, 2016
[IV.C.12-6](#) Board of Regents Minutes of April 20, 2017 (including Report from IAFP task group of April 17, 2017, and adoption of IAFP)
[IV.C.12-7](#) Board of Regents Minutes October 31, 2017

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self-Evaluation Report (ISER), the Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those Standards relating to the governing board. Following this briefing, the board acted to create a permitted interaction group to assist in the evaluation of board-related Standards ([IV.C.13-1](#)). A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger board or one of its committees. The permitted interaction group included board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the board at its March 2017 meeting ([IV.C.13-2](#)).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the governing board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the BOR, and the UH president in early summer 2018.

Analysis and Evaluation

The board was fully informed of the accreditation requirements and the process of ISER preparation, and was directly involved in the assessment of board-related Standards.

LIST OF EVIDENCE

- [IV.C.13-1](#) Board of Regents Minutes of February 23, 2017 (p. 10) on creation of permitted interaction group
[IV.C.13-2](#) Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3, with VPCC presentation on accreditation standards)

IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The University of Hawai‘i (UH) System is the sole provider of public higher education in the State of Hawai‘i. The overall structure of the UH System is established in Board of Regents (BOR) Policy, RP 3.201 Major Organizational Units of the University of Hawai‘i. The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC System is further established in Board of Regents Policy, RP 4.207 Community College System. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated ([IV.D.1-1](#), [IV.D.1-2](#)).

As an outcome of the reorganization in 2005, overall leadership of the UHCC System is now provided by the vice president for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IV.D.1-3](#)). The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an associate vice president for Academic Affairs and an associate vice president for Administrative Affairs to ensure support for the effective operation of the colleges at the system level ([IV.D.1-4](#), [IV.D.1-5](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (See Standard IV.D.4.) ([IV.D.1-6](#)). The community college chancellors may report *through* the VPCC to the president of the UH System for policy-making and decisions affecting all campuses, and *to* the VPCC for leadership and coordination of community college matters. This flow of communication preserves the BOR’s actions in supporting both individual campus autonomy and systemwide coordinated operations ([IV.D.1-7](#)).

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC System Functional Map, most recently reviewed by the community colleges and updated in fall 2017. The Functional Map shows alignment with both the major accreditation topics ([IV.D.1-8](#)), as well as the detailed parts of Standards ([IV.D.1-9](#)).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (VPCC) and individual campuses (chancellors), and identify their authorized roles in providing leadership at multiple levels.

LIST OF EVIDENCE

IV.D.1-1	Board of Regents Policy, RP 3.201 Major Organizational Units of the University of Hawai‘i
IV.D.1-2	Board of Regents Policy, RP 4.207 Community College System
IV.D.1-3	Organizational Chart 1
IV.D.1-4	Organizational Chart 3
IV.D.1-5	Organizational Chart 4
IV.D.1-6	Organizational Chart 2
IV.D.1-7	UH System Website, Senior Leadership page
IV.D.1-8	University of Hawai‘i Community Colleges Functional Map by Major Accreditation Topic
IV.D.1-9	University of Hawai‘i Community Colleges Functional Map (Major Accreditation Topic and Detailed Map by Parts of Standards)

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The VPCC (the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office and several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative affairs. The associate vice president for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC Systemwide academic plans, goals, and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment, and policy analysis; career and technical education; student affairs; and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives ([IV.D.2-1](#)).

The associate vice president for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications ([IV.D.2-2](#)). Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH System level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the BOR. General UHCC repair and maintenance and minor CIP are managed by the associate vice president for Administrative Affairs, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDPs), which are used by the UHCC and UH Systems to develop and justify minor and major CIP ([IV.D.2-3](#), [IV.D.2-4](#), [IV.D.2-5](#)).

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community College Council of Native Hawaiian Chairs ([IV.D.2-6](#)).

Each campus also mirrors the system-level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the associate vice president for Academic Affairs at the system level, the colleges maintain separate executive management for student services with either vice chancellors or deans. Vice chancellors for Academic Affairs (VCAAs), vice chancellors for Administrative Services (VCASs), and vice chancellors for Student Affairs (VCSAs) or deans of Student Services also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support ([IV.D.2-7](#)).

In addition to these councils based on administrative positions, the UHCC System has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006 ([IV.D.2-8](#)). The system-level council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, a UH Executive policy (EP 4.202) and a new Board of Regents policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online associate in arts

(Liberal Arts) degree at the UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses ([IV.D.2-9](#), [IV.D.2-10](#), [IV.D.2-11](#)).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the councils that meet with the VPCC, the committees of vice chancellors, and the system-level initiatives such as the Student Success Council.

LIST OF EVIDENCE

IV.D.2-1	OVPCC Website – Associate Vice President for Academic Affairs page
IV.D.2-2	OVPCC Website – Associate Vice President for Academic Affairs page
IV.D.2-3	University of Hawai‘i Office of Capital Improvements (OCI), now Office of Project Delivery
IV.D.2-4	Individual Campus LRDP – Manono
IV.D.2-5	Individual Campus LRDP – Pālanuui
IV.D.2-6	Sample minutes Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community College Council of Native Hawaiian Chairs
IV.D.2-7	Sample Agendas from system VCAA, VCAS, VCSA meetings
IV.D.2-8	OVPCC Website: Academic Affairs – Student Success Council
IV.D.2-9	UH Executive Policy, EP 4.202 System Sustainability
IV.D.2-10	Board of Regents Policy, RP 4.208 Sustainability Policy
IV.D.2-11	OVPCC Webpage – Sustainability

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The UH System’s budget preparation and receipt of and further distribution of resources are governed by state law, primarily Chapter 37 of the Hawai‘i Revised Statutes (HRS) ([IV.D.3-1](#)). Biennial budget requests, financial plans, and program performance reports are provided to the governor and the legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH System are appropriated by major organizational units, of which the UHCC is one.

The UHCC System Office, under the guidance of the associate vice president for administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH System, the UHCC System, and the individual college strategic plan ([IV.D.3-2](#)).

The Community Colleges Strategic Planning Council (SPC) is the primary body for ensuring systemwide participation in the UHCC strategic planning process. The membership of the SPC includes the chancellor, faculty senate chair, and student government chair from each college, and the vice president and the associate vice presidents for the community colleges ([IV.D.3-3](#)). The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCC Policy, UHCCP 4.101 Strategic Academic Planning. The VPCC has a functional responsibility for providing a fair distribution of resources that is sufficient to support the effective operations of the colleges ([IV.D.3-4](#)).

Each college develops its own budget request (as described in more detail in Standard III.D). At the UHCC System level, the seven community college chancellors, with support from the associate vice presidents and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state Legislature.

While state General Funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extramural funds (e.g., special funds, revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC policies: UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation, and UHCCP 8.201 Unrestricted Fund Reserve-General, Special, Revolving Funds. Each College's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IV.D.3-5](#), [IV.D.3-6](#), [IV.D.3.7](#)).

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the University of Hawai'i President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives ([IV.D.3-8](#)). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need ([IV.D.3-9](#)).

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting, and other aspects of these programs. In spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations ([IV.D.3-10](#)). The Internal Audit report was on the agenda of the May 12, 2015 meeting of the BOR Committee on Independent Audit. Subsequent to the December 15, 2016 meeting of that same committee, findings from the Internal Audit report were included in the UH System’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 legislature ([IV.D.3-11](#), [IV.D.3-12](#), [IV.D.3-13](#)). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs ([IV.D.3-14](#)).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

LIST OF EVIDENCE

- [IV.D.3-1](#) Hawai‘i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
- [IV.D.3-2](#) Crosswalk of UH System, UHCC System, and Campus Strategic Plans
- [IV.D.3-3](#) OVPCC Website – Strategic Planning Council page
- [IV.D.3-4](#) UHCC Policy, UHCCP 4.101 Strategic Academic Planning
- [IV.D.3-5](#) UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
- [IV.D.3-6](#) UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IV.D.3.7](#) Operating Revenue
- [IV.D.3-8](#) Crosswalk of Performance Funding Measures
- [IV.D.3-9](#) UHCC Policy, UHCCP 9.495 Long – Term Vacancy Policy

- [IV.D.3-10](#) Kapi‘olani and Leeward Community College Culinary Arts Programs Status of Corrective Action, March 2015
- [IV.D.3-11](#) Board of Regents Committee Minutes on Independent Audit Meeting, May 12, 2015 (IV.A.2, pp. 3-6)
- [IV.D.3-12](#) Board of Regents Committee Minutes on Independent Audit Meeting, December 15, 2016 (IV.B.1, pp. 3-4)
- [IV.D.3-13](#) UH System Annual Report to the Legislature 2017
- [IV.D.3-14](#) UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financial Self-Sustaining Programs

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

The University of Hawai‘i System has a president, a vice president for Community Colleges (VPCC) (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UH community colleges. Each college has a chancellor, the CEO of the institution. Board of Regents Policy, RP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IV.D.4-1](#)). In 2005, the BOR approved the reorganization of the Community College System and created the new Executive position of VPCC ([IV.D.4-2](#)). A subsequent memo to the college chancellors provided detailed organizational charts as well as a Functional Statement for the OVPCC ([IV.D.4-3](#)). Key among the Major Functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in UH Executive Policy, EP 1.102 Authority to Manage and Control the Operations of the Campus which states, “Primary authority for financial management has been delegated by the president to the chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads” ([IV.D.4-4](#)). UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation also specifies the chancellor’s responsibility “...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission” ([IV.D.4-5](#)). Responsibility for a broad range of personnel actions has also been delegated to the chancellors in UH Executive Policy, EP 9.112 (Attachment B) ([IV.D.4-6](#)).

In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive/managerial personnel) are subject to annual performance evaluation, with final

assessment by the VPCC. This process is thoroughly codified in UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation ([IV.D.4-7](#), [IV.D.4-8](#)).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

LIST OF EVIDENCE

- [IV.D.4-1](#) Board of Regents Policy, RP 4.207 Community College System
- [IV.D.4-2](#) Board of Regents Minutes of June 21-22 2005 (new Executive position of VPCC; pp. 8-11)
- [IV.D.4-3](#) Associate Vice President for Administrative Affairs Unebasami Memo of July 8, 2005 (with functional statements, organizational charts)
- [IV.D.4-4](#) UH Executive Policy, EP 1.102 Authority to Manage and Control the Operations of the Campus
- [IV.D.4-5](#) UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
- [IV.D.4-6](#) UH Executive Policy, EP 9.112 Delegation of Authority for Personnel Actions (Attachment B)
- [IV.D.4-7](#) UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation
- [IV.D.4-8](#) Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (update of Executive/Managerial Evaluations)

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the University of Hawai‘i (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College (UHCC) System; and the individual community college campuses located on the four major islands in the state. Satellite learning centers, providing additional outreach across the state, are managed by the community colleges and UH Maui College ([IV.D.5-1](#)). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH and UHCC levels (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a

comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan ([IV.D.5-2](#), [IV.D.5-3](#), [IV.D.5-4](#)).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration ([IV.D.3-2](#)). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH and UHCC levels, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in Standard IV.D.3 ([IV.D.5-5](#)).

Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition” (p. 2) ([IV.D.5-6](#)). The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the UHCC System) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews” (p. 18).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis for evaluating institutional and system effectiveness.

LIST OF EVIDENCE

IV.D.5-1	System Map with CC and Learning Center locations
IV.D.5-2	UH Strategic Directions 2015-2021
IV.D.5-3	UHCC Strategic Directions 2015-2021
IV.D.5-4	Strategic Directions 2015-2021
IV.D.3-2	Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.5-5	Crosswalk of UH System and UHCC System Performance Funding
IV.D.5-6	University of Hawai‘i Integrated Academic and Facilities Plan

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the OVPCC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president's senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the BOR Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., strategic plans, Institutional Self-Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and board meetings, the VPCC is provided with memos summarizing BOR-approved actions ([IV.D.6-1](#)). Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS) ([IV.D.6-2](#)).

The VPCC also meets regularly with three councils representing different aspects of college governance: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these councils are documented, and each council completes an annual self-assessment ([IV.D.6-3](#), [IV.D.6-4](#), [IV.D.6-5](#)).

The VPCC makes semi-annual visits to each UHCC campus, with information pertinent to both UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work ([IV.D.6-6](#), [IV.D.6-7](#)).

As noted, the community colleges function within a three-tiered system: the UH System, the UHCC System, and the individual community colleges. Communication between the top two tiers (UH System and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the councils identified above, or meetings of functional counterparts such as vice chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as

campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

Analysis and Evaluation

As part of the University of Hawai'i System, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the UHCC System (OVPCC), and between the OVPCC and the individual colleges, the chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

LIST OF EVIDENCE

- [IV.D.6-1](#) Sample Board of Regents memos to VPCC
- [IV.D.6-2](#) Sample PPIS Memos to VPCC
- [IV.D.6-3](#) UHCC Policy, UHCCP 1.101 Council of Community College Chancellors
- [IV.D.6-4](#) UHCC Policy, UHCCP 1.102 Community College Council of Faculty Senate Chairs
- [IV.D.6-5](#) UHCC Policy, UHCCP 1.104 Community College Council of Native Hawaiian Chairs
- [IV.D.6-6](#) VPCC PowerPoint Presentation Fall 2017
- [IV.D.6-7](#) VPCC PowerPoint Presentation Spring 2018

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices, and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed ([IV.D.7-1](#)), new policies are created when need is recognized (e.g., new UHCC policy on selection process for chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals ([IV.D.7-2](#)).

Of specific importance in this last context is the role of the Community Colleges Strategic Planning Council (SPC), the primary body for assuring systemwide participation in the UHCC strategic planning process, as codified in UHCC Policy, UHCCP 4.101 Strategic Academic

Planning. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges ([IV.D.7-3](#)).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Established policies and procedures, as well as documentation of governance and decision-making that operationalize those policies and procedures, are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

LIST OF EVIDENCE

- [IV.D.7-1](#) Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (status of Policy Review)
- [IV.D.7-2](#) UHCC Policy, UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors
- [IV.D.7-3](#) UHCC Policy, UHCCP 4.101 Strategic Academic Planning

Quality Focus Essay



Hawai'i CC Intensive English Program Students

Quality Focus Essay

Introduction

As a result of self-reflection during the Institutional Self Evaluation Report (ISER) process, members of the Hawai‘i Community College (Hawai‘i CC) *Kauhale* identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College’s 1) integrated planning process, and 2) student first-year experience.

In this Quality Focus Essay (QFE), the College outlines how these projects were identified, as well as proposed outcomes, actions, timelines, needed resources, and proposed assessments.

Action Project	Standards Related to Action Project
1. Integrated Planning	I.A.3, I.B.9, II.A.16, III.B.2, III.C.1, III.D.2, III.D.3, IV.A.2, IV.A.3, IV.A.6, IV.B.3
2. First-Year Experience	I.B.3, II.A.7, II.B.1, II.C.1, II.C.5, III.A.14

Action Project 1: Integrated Planning

The goal of institutional planning is to steer the College towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program/unit review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful. Integrated planning evolves over time and requires continual re-evaluation and commitment from all parts of the *Kauhale*. Writing the ISER, followed by the deployment of Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT) survey, provided an excellent opportunity to assess how well integrated planning is taking place at Hawai‘i CC. Through Standard and Core Team discussions, stakeholders indicated the need for further revision of integrated planning at the College.

Recent Integrated Planning Efforts: In an attempt to define the relationships between various planning components of the College and to institutionalize processes that steer the College forward in a unified and coherent manner, the Office of the Chancellor issued Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness in November 2011, after a broad, collaborative review. This policy outlined the way the various components work together to guide the institution towards its goals. These components include various plans (the University of Hawai‘i Community Colleges (UHCC) Strategic Plan, Hawai‘i CC’s Strategic Plan, the Academic Master Plan, the Technology Master Plan, and the Resources Master Plan) as well as the program and unit review and assessment processes ([QFE-1](#)). While this policy outlined the intentions of the *Kauhale*, implementation proved challenging for a variety of reasons. A sound integrated planning system requires the capacity to maintain its various components and ensures

active participation by a broad spectrum of the *Kauhale*. While integrated planning invited participation and functioned as described in the policy, the recent ISER process and ICAT survey made evident the need to streamline processes to make the College's integrated plan more transparent, meaningful, and sustainable over time.

Identification of the Need

The ISER Process: Reviewing various plans and processes, campus leaders and Standard Teams identified inefficiencies. For example, Standard Teams noted that the annual evaluations of program and unit reviews, conducted by the College Effectiveness Review Committee (CERC), are time consuming and, because multiple representatives and stakeholders participate in these evaluations, difficult to schedule. There can be a significant time lag between the writing of program and unit reviews and related resource allocation. A more streamlined process of evaluation by CERC could assure more meaningful expenditures that directly promote student learning.

In another example, while program and unit reviews facilitate important reflection within departments and non-instructional units, this reflection remains largely in silos. Cross-campus self-evaluation could be strengthened in the integrated planning process to facilitate more seamless services and support for students across the institution. In addition, a wider, more intentional sharing of results would lead to better transparency and cross-department/division/unit understanding and cooperation.

The ICAT Survey: Hawai'i CC adopted Achieving the Dream's Institutional Capacity Assessment Tool (ICAT) as a way to gather feedback from the College's faculty and staff about the institution's processes and to provide context for Action Project 1.

Planning for implementation of the ICAT survey started in July 2017 with the administrative team, College Council, and members of the ISER Core Team. The tool measures *Kauhale* members' perceptions regarding institutional capacity in seven key areas. Not surprisingly, the results of the survey confirmed needs identified during the ISER process. With the results of the ICAT, the College

- facilitated a campus-wide discussion about improvements needed for the College, such as streamlining the integration of planning, evaluation, and resource allocation;
- focused on our capacity to support student success, particularly in closing educational achievement gaps; and
- re-evaluated efforts and commitment to achieving student success.

The survey was launched at the beginning of spring 2018. By mid-February, 118 faculty, administration and staff (34%) responded to the survey. The College kicked off a campus dialogue with a Capacity Cafe during *Kauhale* Day ([QFE-2](#)) on March 2, 2018. Over 150 members discussed the data and proposed solutions to identified concerns.

Desired Goals/Outcomes

The goal of Action Project 1 is to strengthen the College's integrated planning processes to be more efficient, streamlined, and timely. This includes leveraging technology tools (including the recently acquired Campus Labs *OUTCOMES* assessment management system) for better data and information gathering and improved workflow. Finally, the goal is to make the integrated planning process more *Kauhale*-based, increasing participation and commitment, as well as improving communication and transparency, all directed toward the shared outcome of enhancing student success.

Actions/Steps to Be Implemented

- The College establishes where improvement of the integrated planning processes is needed. From information gathered through the ISER process and ICAT discussions, the College will review where and how to consolidate and streamline campus plans, the program and unit review processes, and the allocation of resources.
- The administrative team, College Council, and Accreditation Liaison Officer (ALO) will create an Integrated Planning Review (IPR) Task Force that will compile and analyze data and survey results.
- With the administrative team, College Council, and ALO, the IPR Task Force will research best practices and models for high quality integrated planning.
- The IPR Task Force will develop an updated model for implementation. This will include strengthening the links between outcomes assessment and the program and unit review process (PURP), and reviewing and clarifying the relationship between the PURP and budget allocation.
- The College will implement the revised model and draft relevant policies.
- The chancellor, administrative team, and IPR Task Force will evaluate the updated model and revise and improve as needed.

Responsible Parties

Ultimately, the responsible parties will be the administrators of the College. However, a broad cadre of campus leaders and stakeholders, represented in the IPR Task Force, will be involved in the research, review, and revision process. In addition, the College Council's involvement will ensure broad representation across the College.

Timeline and Process

Implementation Year	Tasks	Timeline	Responsible Parties
Year 0 (Spring 2018)	<u>Taking Inventory</u> Needs assessment (ISER, ICAT)	Spring	Administrative Team, College Council, ALO

Year 1 (2018-2019)	<u>Review and Research</u> <ul style="list-style-type: none"> ● Review, consolidate, streamline campus plans ● Review, revise PURP ● Explore ways for Campus Labs <i>OUTCOMES</i> assessment management system to contribute to better efficiency of assessment and program/unit review ● Review and revise budget process ● Compile and analyze data ● Research best practices and models 	Fall, Spring, Summer	IPR Task Force: membership from Administration and Campus Governance Groups
Year 2 (2019-2020)	<u>Redesign</u> <ul style="list-style-type: none"> ● Develop new model and plan for implementation 	Fall, Spring	IPR Task Force
Year 3 (2020-2021)	<u>Implement</u> <ul style="list-style-type: none"> ● Implement updated model and draft policies 	Fall, Spring	Chancellor, Administrative Team, IPR Task Force
Year 4 (2021-2022)	<u>Assess and Revise</u> <ul style="list-style-type: none"> ● Evaluate update model ● Revise and improve as needed 	Fall, Spring	IPR Task Force

Resources

Initially, Action Project 1 will not require resources beyond the time and commitment of the *Kauhale*, most especially the administrative team, College Council, ALO, and the IPR Task Force. During and after Year 2, however, resource needs will be evaluated and the various participants will identify what funding will be needed, if any.

Assessment

The College will collect data about 1) the timely completion and quality of program and unit reviews, 2) numbers of faculty and staff who participate in the planning process, and 3) student

success indicators directly resulting from budgeting decisions and expenditures. Furthermore, the College plans to redeploy the ICAT survey to identify ways to continue making improvements.

Action Project 2: First-Year Experience

The goal of the College is to provide high quality learning opportunities that lead students to degree completion and employment. To achieve this goal, the College aims to support each student from entry to end point. This project focuses on improving experiences for students at their most vulnerable stage: their first year at the College. Recognizing the potential to improve the retention of students, the College *Kauhale* will focus on meeting the needs of students during their first year, both inside and outside of the classroom. This project develops a coordinated program between instruction, student services, and academic support that seeks to improve retention and persistence rates, and ultimately degree attainment.

Identification of the Problem

According to 2017 IPEDS statistics, 31.4% of full-time, degree-seeking students who entered Hawai'i CC in fall 2014 completed a certificate or degree in three years. Only 48% of first-time degree-seeking students in fall 2016 returned in fall 2017 ([QFE-3](#)). In response to these data, the College and the UHCC System have worked to improve Hawai'i CC's enrollment and persistence through a number of initiatives. For example, the UHCC System's Integrated Student Support (ISS) Team emerged out of Achieving the Dream efforts to develop a "Student Success Pathway with academic and non-academic supports to achieve an educational goal that supports their career aspirations" ([QFE-4](#)). Similarly, in spring 2017, the vice chancellor for Academic Affairs (VCAA) and the vice chancellor for Student Affairs (VCSA) convened a representative group of campus leaders for the Student Success Pathways (SSP) Team, which is working towards the development and implementation of an integrated Strategic Enrollment Management (SEM) Plan 2018-2021. The SEM Plan modifies existing outreach and onboarding activities, as well as improves support for students' progress to degree completion and transfer.

Action Project 2 targets the development of high engagement strategies for an effective first-year experience that will contribute to larger, wider ranging efforts of ISS, SSP, and other initiatives to increase retention and persistence. This project will focus on training instructors, peer mentors/tutors, and academic and student support advisors and counselors to develop and implement these strategies.

Desired Goals/Outcomes

The outcome of Action Project 2 is the development of high engagement approaches for instruction and academic and student support that will contribute to a positive first-year experience for students. This Action Project will support other College efforts to create an effective first-year experience program that increases Hawai'i CC's attainment of institutional goals for persistence and completion, and ultimately, students' graduation rates and achievement of their academic and career goals.

Actions/Steps to Be Implemented

Launch of instruction and student support training:

- The College will form a First-Year Experience Campus Planning Team that will introduce and develop a plan to provide training of faculty and student support faculty/staff in the use of high engagement strategies.
- An initial group of instructors and student support faculty/staff will be trained to implement high engagement strategies.

Implementation

- A bank of resources and professional development materials for high engagement strategies will be made available to the entire campus.
- A cohort of students will be identified to enroll in classes utilizing the high engagement strategies.
- Tutors and peer mentors will be trained.
- Strategies for high-touch support for faculty advising and counseling will be adopted and counselors and advisors will be trained.
- The First-Year Experience Campus Planning Team will collect, analyze, and report out student persistence and retention data for students who take one or two classes from trained instructors.

Scale up

- Given the data, as appropriate, teachers, counselors, advisors, tutors, and peer mentors will be offered training in high engagement strategies.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

Integration

- The First-Year Experience Campus Planning Team will work with the Student Success Pathways (SSP) Team and UHCC System's Integrated Student Support (ISS) Team to integrate other components of first-year experience: onboarding, retention, persistence measures.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

Responsible Parties

As in Action Project 1, the final responsibility lies with the administrative team. However, trained faculty and counselors, as well as those overseeing the peer tutoring/mentoring program, will carry out the implementation and support the assessment.

Timeline and Process

Implementation Year	Tasks	Timeline	Responsible Parties
Year 0 (Spring-Summer 2018)	<u>Launch of Instruction and Student Support Training</u> <ul style="list-style-type: none"> Form a campus planning team. Offer introductory, voluntary training to all instructor and student services faculty and staff. Train initial group of instructors and student support faculty/staff. 	Spring/ Summer Spring/ Summer Summer	VCAA VCAA
Year 1 (2018-2019) Pilot Project	<u>Implementation</u> <ul style="list-style-type: none"> Provide a bank of resources and professional development materials for high engagement strategies, campus-wide. Identify a cohort of students to enroll in pilot classes. Train tutors and peer mentors. Couple high engagement teaching with other services: trained peer mentoring, faculty advising, and counseling. Collect data on students who take one or two classes from trained instructors in the first 	Fall Fall Fall/Spring Spring Spring/ Summer	Campus Planning Team Campus Planning Team/VCAA VCAA/VCSA VCAA/VCSA/ Campus Planning Team IR

	semester. <ul style="list-style-type: none"> Analyze and report out data. 	Summer/Fall	Campus Planning Team
Year 2 (2019-2020) Scale up	<u>Scale up</u> <ul style="list-style-type: none"> Increase number of trained teachers, advisors, tutors, peer mentors. Monitor and adjust. Continue to develop resources, collect and analyze data. 	Fall/Spring	Campus Planning Team/VCAA
Year 3 (2020-2021) Evaluation Stage	<u>Integration</u> <ul style="list-style-type: none"> Integrate other components of first-year experience: peer mentoring, workshops, leadership and community service activities, retention, persistence measures. Monitor and adjust. Continue to develop resources, collect and analyze data. 	Fall/Spring	VCAA/VCSA Campus Planning Team/VCAA Campus Planning Team/VCAA

Resources

The College has made a three-year commitment to utilizing AVID (Advancement Via Individual Determination) for Higher Education ([QFE-5](#)) resources and training to develop high engagement strategies to increase student retention and persistence. AVID for Higher Education (AHE) has demonstrated the value of increasing the level of student engagement through interpersonal relationships (student/student and instructor/student), collaborative activities, critical thinking activities, and non-cognitive skill-building opportunities. AHE coaches are available to assist the campus planning team as it develops its own, tailored first-year experience program through a campus-wide, campus-specific approach. Hawai'i CC will leverage access to these resources to support the development of a first-year experience program.

Assessment

To assess the success of Action Project 2, student persistence and retention data will be collected and analyzed each year by administration, the Campus Planning Team, and participants in the

pilot and scale-up of this project. This group will share with the College the effectiveness of strategies that have been designed and implemented, first from the pilot, and then from the scale-up efforts. If warranted, further resources will be sought for professional development for instructors, counselors, and advisors.

References

- QFE-1 [Hawai'i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness](#)
- QFE-2 [Kauhale Day Agenda](#)
- QFE-3 [IPEDS Data see UHCC Vice President John Morton's Fall 2017 presentation.](#)
- QFE-4 [UHCC System's Integrated Student Support \(ISS\) Team Hawaii ISS Workshop](#)
- QFE-5 [AVID for Higher Ed](#)

Changes and Plans Arising out of the Self-Evaluation Process

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Schedule of data updates to reflect current information (transparency)	I.B.3	Institutional Research, Institutional Assessment Coordinator	2018-2019 (upon approval of campus reorganization and creation of Office of <i>Kauhale</i> Analytics and Intelligence)	Increase access to campus data needed for evaluation and planning
Determine how assessment management system and assessment design can enable disaggregation of assessment results	I.B.6	Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator, Institutional Research	Begin fall 2018	Disaggregation of learning outcomes data
Review and revise the integrated planning process (including evaluation of master plans)	I.B.9, III.B.2, III.C.1, III.D.2	(Related to QFE Project #1)		
Creation of a systematic formalized process and annual schedule and timeline for website content review and updating	I.C.1	Web Developer, Vice Chancellor for Administrative Services	Started spring 2018	Website content is reviewed annually for accuracy and updated in a timely manner
Hawai'i CC policy, HAW 1.001 was updated to include a policy review schedule	I.C.5, IV.A.4, IV.A.7	Administrative Team	Completed spring 2018	Systematic, regular review of College policies and procedures

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Language related to the objective presentation of instructional content was included in the syllabus guidelines	I.C.9	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the College website fall 2017	Increased awareness of expectations related to the presentation of instructional content
Review and revise the Program/Unit Review Process	II.A.2, II.A.16	(Related to QFE Project #1)		
College-wide guidelines and general expectations for course syllabi were created	II.A.3	Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs	Completed and posted on the website fall 2017	Increased consistency in course syllabi content across departments
Review of Liberal Arts course sequencing and prerequisites	II.A.5	Liberal Arts Dean and Department Chairs	Started fall 2017; ongoing	<p>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses</p> <p>Ensure that prerequisites for 200-level courses are appropriate and consistent</p>
Gather, analyze and provide data to the College on a regular basis (post in Fact Book)	II.A.7	Institutional Researcher	Planned for fall 2018 (after Institutional Researcher position filled)	Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)	II.A.11	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	Completed spring 2018: GELO to PLO alignments approved by Vice Chancellor for Academic Affairs GELO to ILO alignments approved by Academic Senate	Clear and documented alignment of College outcomes
Transition to UH Mānoa's Foundations and Diversifications General Education (GE) requirements for AA and AS degrees	II.A.12	Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs	Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017) Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)	Improve GE alignment to UH System
Added The Learning Center tutoring services to MySuccess system	II.B.1	MySuccess Campus Leads, The Learning Center Coordinator	Completed in 2017-2018	Students able to make appointments at The Learning Center via the MySuccess system

Action	Standards	Responsible Party(ies)	Timeline	Expected Outcome
Formalize comprehensive assessment of student needs regarding Student Services	II.C.1 II.C.3	Vice Chancellor for Student Affairs, Student Affairs managers	Begin fall 2018	Increase data to better identify needs for student services for all students (including DE)
Reorganize Student Life structure	II.C.4	Vice Chancellor for Student Affairs	Begin fall 2018	Clearly defined Student Life structure and program
Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers	II.C.7	Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager	Planned for fall 2018 (after Institutional Researcher position filled)	Structured and scheduled data analysis of placement instruments and qualifiers