

# 2025 INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



Submitted by:

**Hawai'i Community College**

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Hilo, HI 96720

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UNIVERSITY of HAWAII®

**HAWAII**  
COMMUNITY COLLEGE

To:

**Accrediting Commission for Community and Junior Colleges**

**December 2024**

Captured in the cover photo by Hawai'i CC Associate Professor Harold Fujii is an 'io (*Buteo solitarius*), an endemic and endangered Hawaiian hawk found exclusively on Hawai'i Island. In Hawaiian traditional accounts, the 'io is symbolic of ali'i (royalty), considered an 'aumakua (ancestral guardian), and acknowledged as a sacred bird that soars high above all others. The 'io is also the mascot of the College and is representative of Kauhale members excelling in the spirit of E 'Imi Pono (seeking excellence) through this self-evaluation process.

## Certification

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To: Accrediting Commission for Community and Junior Colleges

From: Susan Kazama, 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:

|  |          |
|--|----------|
| <i>Susan S. Kazama</i>   | 08/27/24 |
| Susan Kazama, Chancellor, Hawai'i Community College                        | Date     |
| <i>Brenda Watanabe</i>   | 08/28/24 |
| Brenda Watanabe, College Council Chair, Hawai'i Community College          | Date     |
| <i>Janet Smith</i>   | 08/28/24 |
| Janet Smith, Academic Senate Chair, Hawai'i Community College              | Date     |
| <i>Akeamaka Kiyuna</i>   | 08/28/24 |
| Akeamaka Kiyuna, Ho'olulu Council Chair, Hawai'i Community College         | Date     |
| <i>Erik Beach</i>  | 08/28/24 |
| Erik Beach, ASUH-Hawai'i Community College President                       | Date     |
| <i>E. Kalani Flores</i>  | 08/28/24 |
| E. Kalani Flores, Accreditation Liaison Officer, Hawai'i Community College | Date     |

## Certification

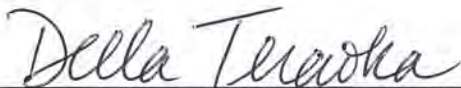
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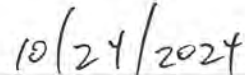
Della Teraoka, Interim Vice President for Community Colleges



Date



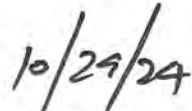
David Lassner, President, University of Hawai'i



Date



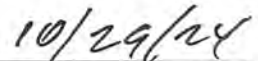
Lauren Akitake, Chair, UH BOR Committee on Institutional Success



Date



Gabriel Lee, Chair, University of Hawai'i Board of Regents



Date

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## Abbreviations

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|                       |   |
|-----------------------|---|
| AA                    | Associate in Arts   |
| AAP                   | Affirmative Action Plan   |
| AAUP                  | American Association of University Professors                       |
| 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                   |
| ACFEFAC<br>Commission | American Culinary Federation Education Foundation Accrediting       |
| 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  |
| ASN                   | Associate in Science Degree in Nursing                              |
| 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                            |
| AVP                   | Associate Vice President  |
| AVPAA                 | Associate Vice President for Administrative Affairs                 |
| 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                               |
| 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   |
| COVID-19   | CoronaVirus Disease of 2019                                      |
| CPOS       | Course Program of Study  |
| 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  |
| FYE        | First Year Experience  |
| GE         | General Education  |
| GEAR UP    | Gaining Early Awareness and Readiness for Undergraduate Programs |
| GEC        | General Education Committee                                      |
| GED        | Graduation Education Diploma                                     |
| 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  |
| HAP        | Hawaiian Asian Pacific   |
| HAW        | Hawai'i CC Policy  |
| HEERF      | Higher Ed Emergency Relief Fund                                  |
| HGI        | Hawai'i Graduation Initiative                                    |
| HIDOE      | Hawai'i State Department of Education                            |
| HSI        | Hawai'i Strategic Institute                                      |
| HKATC      | The Hale Kea Advancement and Testing Center                      |
| HRS        | Hawai'i Revised Statutes   |
| HISSI      | Hawai'i Student Success Institute                                |
| IAFP       | Integrated Academic and Facilities Plan                          |

|        |   |
|--------|---|
| 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                                 |
| ISAT   | Information Security Awareness Training                       |
| ISER   | Institutional Self-Evaluation Report                          |
| ISS    | Institution-Set Standards                                     |
| ISS    | Integrated Student Support                                    |
| ITS    | Information Technology Services                               |
| ITSO   | The Instructional Technology Support Office                   |
| ITV    | Interactive Television  |
| KōEC   | Kō Education Center   |
| KFS    | Kuali Financial System  |
| KNRC   | Kona Nursing Resource 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                                   |
| LMS    | Learning Management System                                    |
| 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      |
| NAFSA  | National Association of Foreign Student Advisors              |
| NASFAA | National Association for Student Financial Aid Administrators |
| NCLEX  | The Nursing Boards Exam                                       |
| NCSBN  | National Council of State Boards of Nursing                   |
| NHERC  | North Hawai'i Education and Research Center                   |
| NLNAC  | National League for Nursing Accrediting Commission, Inc.      |
| NROC   | National Readiness Organization focused on College and career |
| OCDP   | Online Course Development Program                             |
| OCET   | Office of Continuing Education and Training                   |
| OHR    | Office of Human Resources                                     |
| OIP    | Office of International Programs                              |
| OIA    | Office of Internal Audit                                      |
| OLA    | Online Learning Academy                                       |
| OMB    | Office of Management Budget                                   |
| OPEB   | Other Post-Employment Benefits                                |
| ORM    | Office of Risk Management                                     |
| ORS    | Office of Research Services                                   |
| 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   |
| 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            |
| PUR     | Program Unit Review   |
| 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  |
| RN      | Registered Nurse  |
| RP      | Regents Policy  |
| RUS     | Rural Utilities Service   |
| SCS     | Student Climate Survey  |
| SEM     | Strategic Enrollment Management   |
| SNAP    | Supplemental Nutrition Assistance Program                                 |
| 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   |
| UBO     | UH System Budget Office   |
| UBS     | University Bond System  |
| 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                           |
| UHCTAHR | University of Hawai'i College of Tropical Agriculture and Human Resources |
| UHCWH   | UH Center, West Hawai'i   |
| UHF     | University of Hawai'i Foundation  |
| UHPA    | University of Hawai'i Professional Assembly                               |
| IPA     | Uniform Information Practices Act   |
| UO      | Unit Outcome  |
| UPS     | Uninterrupted Power Supply  |
| USDA    | United States Department of Agriculture                                   |
| VCAA    | Vice Chancellor for Academic Affairs                                      |
| VCAS    | Vice Chancellor for Administrative Services                               |
| VCSA    | Vice Chancellor for Student Affairs                                       |
| VPCC    | Vice President for Community Colleges                                     |
| WI      | Writing Intensive   |



## A. Introduction

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About Us

About Our Service Area: Hawai'i Island

About Our Students

Significant Events: 2019-2024



Hawai'i CC Kīpaepae Welina Ceremony

About Us

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### 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.*

### 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 the Hawai'i Island community.

## Ka 'Ōlelo Nu'ukia

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

## Vision

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

## 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 much 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) ([A-01](#)).

## 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 UH 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 UH 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 from 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 – Pālanui. In addition, UHCWH continued as the University Center, West Hawai'i on the Pālanui campus to support distance learning certificates and degrees offered locally by all UH campuses. The Kō Education Center (KōEC), formerly

called the North Hawai'i Education and Research Center, transferred from UH Hilo to Hawai'i CC in 2019, and provides access to quality educational opportunities and facilities for the North Hawai'i community.

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 and shared facilities at UH Hilo 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, which is located in Kona, approximately 75 miles away from the Manono campus. In addition, the Kō Educational Center (KōEC) is located 40 miles north of Hilo in the rural community of Honoka'a.

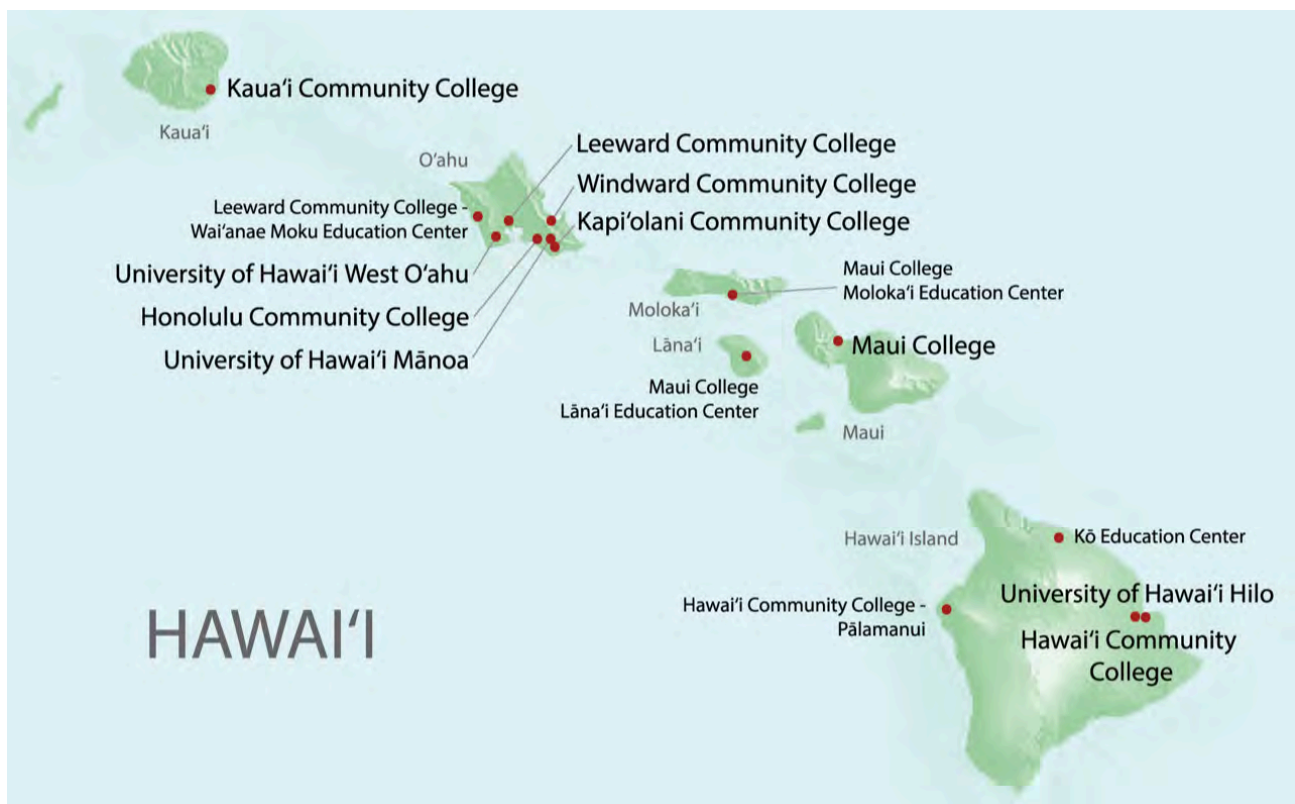


Figure 1: University of Hawai'i Campuses & Education Centers

## Accreditation Status and Licensure

Hawai'i CC is fully accredited by the 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, 2013, and 2019 with the submission of the last institutional self-evaluation report (ISER) in 2018. A midterm report was submitted in 2022 to satisfy all requirements for accreditation ([A-02](#)).

In addition, the following three programs include specialty accreditations (College Catalog, p. 7) ([A-03](#)):

- Culinary Arts, associate in applied science (AAS) degree –American Culinary Federation Education Foundation Accrediting Commission, Inc. (ACFEFAC)
- Early Childhood Education/Children’s Center associate in science (AS) degree–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, 43 career and technical education certificates, and four academic subject certificates (College Catalog, pp. 60-104, [A-04](#)). 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. Over 80 percent of its enrolled students are Hawai‘i Island residents ([A-05](#)), and according to UH Foundation data, approximately 78 percent of its alumni stay on the island and contribute to the local community and economy.

The Pālanui campus also hosts students from other campuses in the UH System through the University Center in partnership with UH Mānoa, UH Hilo, UH West O‘ahu, UH Maui College, and other UH community colleges to offer over 60 additional certificates and degrees using a variety of technologies.

In partnership with the Hawai‘i State Department of Education (HIDOE), Hawai‘i CC offers Early College courses that high school students can apply towards earning certificates and degrees. These students comprise 17 percent of the College’s student body ([A-06](#)).

The College also serves its island community by providing a variety of non-credit programs and courses through EDvance, formerly Office of Continuing Education and Training. EDvance provides lifelong learning opportunities to all ages through non-credit courses, workshops, apprenticeships, customized training for businesses and industries, workforce training, and other activities to enhance local economic development efforts. It also offers programs designed to inspire and promote engagement both on campus and in the community, which support local workforce needs. One successful initiative includes the Apprentice program with the training and placement of individuals directly into union jobs. EDvance works with employers who seek help with training, and it also takes requests for program and course offerings from employees, students and parents, unemployed workers, self-employed workers, retirees, and the workforce in general. In addition, EDvance also provides vocational training for incarcerated individuals and is now offering a certificate of achievement (CA) in agriculture that contributes to reducing recidivism rates.



## About Our Service Area: Hawai'i Island

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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). Hawai'i Island is the largest island in the state, covering 4,028 square miles, a land mass that easily encompasses all of the other major islands combined (Figure 3).

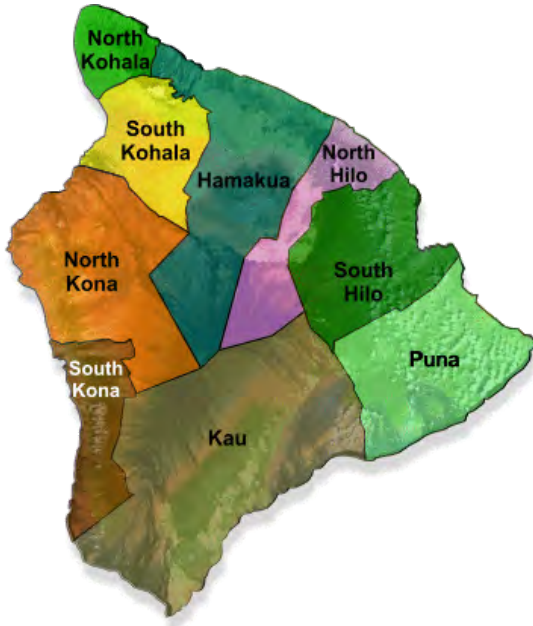


Figure 2: Hawai'i Island Districts

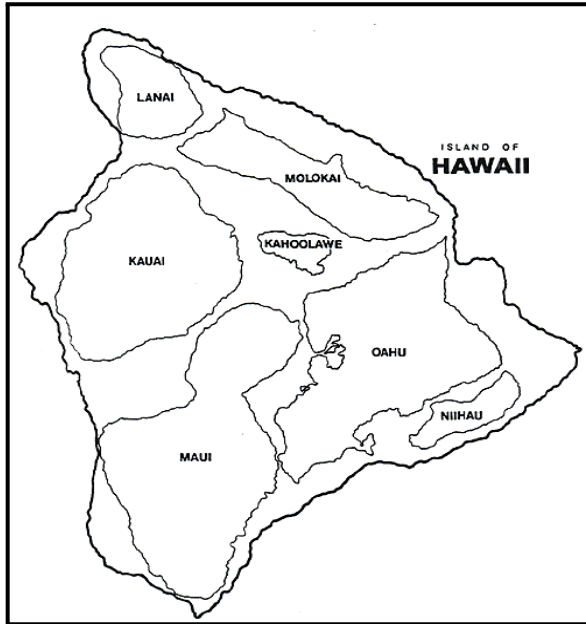


Figure 3: Hawai'i Island Land Mass

### Population

Hawai'i Island, encompassed by the County of Hawai'i, is the second-most populous island in the state. However, many reside in rural communities. The island's size and rural nature create a challenge in serving the needs of all prospective students. Between 2020-2023, the population on Hawai'i Island increased 3.5 percent to 207,615 residents. During this same time period, the state lost 20,136 residents with most of the outmigration occurring on O'ahu, while Hawai'i Island grew by about 7,000 ([A-07](#)). Puna, just south of Hilo, has been the fastest growing district in the state for over a decade.

### Socioeconomic Status

The State of Hawai'i, as of June 2024, had a lower, seasonally adjusted unemployment rate (2.9 percent) compared to the U.S. rate (4.1 percent). However, Hawai'i County typically lags behind other counties in the state when comparing socioeconomic data and historically has the highest unemployment rate ([A-08](#)).

Hawai'i County's socioeconomic position relative to the state is reflected in the following statistics. From 2018-2022, Hawai'i County's median household income was the lowest in the state at \$74,238 ([A-09](#)). Real per capita personal income in Hawai'i was \$49,476 in

2022 ([A-10](#)). Comparatively, the national figure was \$65,423, about 25 percent higher than Hawai'i County. In 2021, 70.2 percent of households reported earnings, which was a statistically significant decrease compared to the share of households reporting earnings in 2019. Moreover, the percentage of households with earnings was lower in Hawai'i County than the rest of the state. Nationally, 77 percent of households reported earnings ([A-11](#)).

Finally, the county's poverty level remains the highest in the state and the percentage of individuals living below the poverty line was 14.7 percent in 2021 ([A-12](#)). In Hawai'i County, two of the tracts with the highest poverty levels were located in the Puna and Hilo districts. In addition, households on the Supplemental Nutrition Assistance Program (SNAP) benefits increased from 18.7 percent in 2019 to 20.2 percent in 2021, at the height of the COVID-19 lockdowns ([A-11](#)).

## **Labor Market**

As the island emerged from the COVID-19 pandemic, occupational groups displayed positive job growth, and are forecast to continue to strengthen through 2030 ([A-13](#)). Growth rates range from a low of 2.3 percent in architecture and engineering to a high of 46.5 percent in food preparation and serving. Five other occupational groups will exceed the overall statewide growth rate of 15.3 percent: personal care and service (34.0 percent); healthcare support (23.5 percent); building and grounds cleaning and maintenance (22.1 percent); transportation and material moving (20.5 percent); and arts, design, entertainment, sports, and media (19.4 percent).

Projections for industry employment to 2030 indicate that the number of jobs in Hawai'i County will rise by 8.5 percent, from 80,740 in 2024 to 92,630 by 2030 ([A-14](#)). Service producing industries will lead job growth. Food service, followed by transportation, will see the greatest increases. Management is expected to expand by over 5,800 positions during the 10-year time period and produce 4,700 annual job openings, most under the umbrella of tourism and hospitality. The second fastest growing occupational group is expected to be personal care and service with a 34 percent growth rate, followed by 23.5 percent increase in health care support. Tourism is the greatest driver in growth, accounting for 60 percent of new jobs during the forecast period.

Approximately 25 percent 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 ([A-14](#)). In general, workers in this category earn more compared to the other education levels. Jobs related to healthcare will experience the fastest growth rates.

## **Community Education Attainment Level**

Based upon the 2022 American Community Survey, the percentage of graduates who have attained a bachelor's degree or higher in Hawai'i County was 32.1 percent, which was slightly lower than the state (35.4 percent). Nearly 32 percent of those in Hawai'i County over 25 have an associates degree or some college which is similar to the state's average of 31.4 percent. Almost 29 percent of residents in the county have attained a high school diploma or the equivalent ([A-15](#)).



## About Our Students

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Hawai'i CC's students live primarily on Hawai'i Island, 87 percent of the College's students claiming the island as their permanent residence in fall 2022 ([A-16](#)). A majority of the College's students reside in the Hilo district, followed closely by Puna while the Kona district is the third largest service area on the island.

### Cultural Diversity

Students at the College are as diverse as the island's various ethnic groups. Forty percent of the College claims some Native Hawaiian lineage, exceeding that of the island's population as a whole. The student population also includes 16.9 percent Whites/Caucasians, 15.8 percent with two or more races, 10.1 percent Asians, 8.5 percent Filipino, 1.6 percent Hispanics/Latinos, 3.4 percent Other Pacific Islanders, 0.9 percent Blacks/African Americans, and 0.7 percent American Indians/Alaska Natives ([A-16](#)). In fall 2022, nearly 40 percent of the students enrolled identified themselves as being Native Hawaiian, whereas on Hawai'i Island, this population represents only 14 percent ([A-15](#)). Among the UHCCs, Hawai'i CC stands out by awarding nearly half of its degrees and certificates to Native Hawaiians or part-Hawaiians.

In comparison to the College's enrollment, the island's population of 207,615 includes 20 percent Asians, 34 percent Whites/Caucasians, 14 percent Hispanics/Latinos, 13 percent Native Hawaiians and other Pacific Islanders, 0.9 percent Blacks/African Americans, 0.6 percent American Indians/Alaska Natives, 31 percent with two or more ethnicities, and 1 percent some other race.

### 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 from 16 to over 80. While many students come directly from high school, nearly half are over the age of 21 ([A-05](#)).

### Gender

Based upon 2022 data, the county's gender ratio was roughly even ([A-17](#)). In contrast, the College has historically served a larger percentage of female students amounting to nearly two-thirds of the study body ([A-05](#)).

### 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) was 2,819 students. Since 2019 that number had decreased in large part due to the COVID-19 pandemic through the fall 2022 when the enrollment increased 6 percent to 2,127. Fall 2023 saw a 6.3 percent increase over the previous fall ([A-18](#)). The enrollment trends show a moderate increase of students returning since the pandemic.

Registration for non-credit courses and services offered through EDvance stood at 6,130 in the 2019-2020 academic year and fell 35 percent to 2,186 the following year. EDvance's

enrollment has declined each year through the pandemic to 1,663 in the 2022-2023 academic year.

## Employment and Enrollment Forecast

Unemployment rates have steadily dropped in recent years since the end of the COVID-19 lockdowns, indicating the growth of a healthy economy. Nevertheless, Hawai'i Island residents and some of the College's students continue to face financial challenges. The College in 2022-2023 had the highest dollar amount (\$450,586) of the UHCC's of unmet student needs or an average of \$416 per student.

With lower tuition rates than UH System universities, UHCC's offer a more affordable option for Hawai'i state residents seeking higher education. The UH BOR approved a five-year tuition schedule in January 2023. The tuition schedule freezes tuition for the 2023–2024 and 2024–2025 academic years at all campuses, followed by a 2 percent increase in resident tuition rates at UH Hilo, UH Mānoa and UH West O'ahu in 2025–2026 and 2026–2027. Non-resident undergraduate tuition rates at the three, four-year campuses increase by the equivalent dollar amount in each of those two academic years. Community college and graduate student tuition rates will remain frozen for all four academic years ([A-18](#)). For comparison, the undergraduate tuition for full-time residents in the academic year 2023-2024 was \$3,144 at Hawai'i CC, which was less than half of the \$7,344 tuition at UH Hilo.

College enrollment is affected by trends impacting local high school graduates. The P-20 Partnerships for Education ([A-19](#)) focuses on college and career readiness for student success. P-20 is a statewide collaboration led by the Executive Office on Early Learning, HIDOE, and the UH System with the goal of improving educational outcomes for Hawai'i. For the class of 2023, 31 percent of Hawaii Island high school graduates have enrolled in the UH system, 17 percent enrolling in the community colleges ([A-20](#)). The same year, enrollment in higher education for dual credit students statewide stood at 74 percent ([A-21](#)).

The HIDOE forecasts that the number of public high school seniors will remain relatively stable through 2026 ([A-22](#)). 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 many campuses.

Hawai'i CC recognizes the importance of international education and student exchange to the Kauhale through the Office of International Programs (OIP). The OIP promotes study abroad initiatives for faculty and students, delivers short-term academic programs for partner institutions worldwide, and welcomes incoming credit and non-credit students through the Intensive English Program which scaffolds to degree programs at Hawai'i CC.

## Significant Events: 2019-2024

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### 80<sup>th</sup> Anniversary

Hawai'i CC celebrated its 80th anniversary in 2021. 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 currently at over 2100 students ([A-23](#)).

### Fulbright

Hawai'i CC has been recognized as a "top Fulbright producing institution" for the last two years (2022-2023 and 2023-2024). Past fellows serve as mentors and advisors for faculty and promote international educational exchange on campus.



### Model Home Project

In 2024 the 56th model home will be completed. The "Model Home Project" was established in 1965. 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 ([A-24](#)).



### COVID-19 Pandemic

Since the spring 2020 term, the COVID-19 pandemic has been the disruptor for higher education, upending traditional instruction and accelerating trends toward distance delivery. Hawaii CC met the challenge through its already robust Instructional Technology Support Office (ITSO) protocols and teacher training. Hawai'i CC loaned laptops to instructors and students to access asynchronous and synchronous courses from home and continued to support students transitioning to the new modalities. By the spring 2023, just over half of

courses were offered online while 21 percent of students used a hybrid format, incorporating face-to-face with online instruction ([A-16](#)).

## **Kō Education Center**

In 2019, Hawai'i CC assumed administration of the Kō Education Center in Honoka'a, formerly the North Hawai'i Education and Research Center. This has expanded academic programs and services to the northern part of Hawai'i Island.

## **Best Community College System**

In 2021, WalletHub named the University of Hawai'i the best community college system in the nation; their metrics include retention and graduation rates, cost, and career outcomes ([A-25](#)).

## **Leadership Changes**

Several changes in College leadership have occurred during this review period that were covered with interim and new appointments:

- **Chancellor**
  - Rachel Solemsaas (July 2016 - June 2023)
  - Susan Kazama (interim July 2023 - June 2024, permanent July 2024-present)
- **Vice Chancellor for Academic Affairs**
  - Joni Onishi (2013 - June 2021)
  - Melanie Dorado Wilson (Interim July 2021 - March 2023)
  - Kimberley Collins (March 2023 - present)
- **Vice Chancellor for Student Affairs**
  - Dorinna Cortez (interim Jan. 2017 - Jan. 2019, permanent Feb. 2019 - Jan. 2022)
  - Christine Quintana (interim Feb. 2022 - Oct. 2022, permanent Oct. 2022 - present)
- **Vice Chancellor for Administrative Services**
  - Ken Kaleiwahea (interim April 2017 - Nov. 2019, permanent Nov. 2019 - July 2022)
  - Jodi Mine (interim July 2022 - Aug. 2023, permanent Sep. 2023 - present)
- **Director of University Center, West Hawai'i/Pālanuanui Campus**
  - Raynette Kalei Haleamau-Kam (interim Aug. 2018 - May 2022, permanent May 2022 - present)
- **Director of Kō Education Center, Honoka'a**
  - Kei-Lin Cerf (Dec 2019 - January 2024)
  - (Vacant January 2024-present)
- **Director of Office of Continuing Education and Training/EDvance**
  - Jessica Yamamoto (August 2016- August 2023)
  - Vacant (September 2023-present)
- **Dean of Liberal Arts and Sciences**
  - Melanie Dorado Wilson (June 2017-March 2023)
  - Carrie Mospens (interim March 2023-present)

- **Dean of Career and Technical Education**
  - Jessica Yamamoto (interim July 2019 - September 2023)
  - Anne Chung (interim January 2024 - July 2024)
  - Kim Griffis (August 2024-present)

## **Evidence List**

|                             |  |
|-----------------------------|--|
| <a href="#"><u>A-01</u></a> | About Hawai'i CC Webpage   |
| <a href="#"><u>A-02</u></a> | Accreditation Webpage  |
| <a href="#"><u>A-03</u></a> | College Catalog, Accreditation                                       |
| <a href="#"><u>A-04</u></a> | College Catalog, Degrees & Certificates / Curricula and Programs     |
| <a href="#"><u>A-05</u></a> | Spring 2024 Student Characteristics Report                           |
| <a href="#"><u>A-06</u></a> | Dual Credit Participation Report                                     |
| <a href="#"><u>A-07</u></a> | Hawaii County Census Report  |
| <a href="#"><u>A-08</u></a> | DBEDT Hawai'i June 2024 Unemployment Rate Report                     |
| <a href="#"><u>A-09</u></a> | Hawai'i Income Table   |
| <a href="#"><u>A-10</u></a> | Per Capita Personal Income Data                                      |
| <a href="#"><u>A-11</u></a> | ACS Census Data Highlights   |
| <a href="#"><u>A-12</u></a> | Estimated Median Household Income and Poverty Data                   |
| <a href="#"><u>A-13</u></a> | Hawai'i Labor Market Dynamics Report                                 |
| <a href="#"><u>A-14</u></a> | Hawai'i Employment Projections for Industries and Occupations Report |
| <a href="#"><u>A-15</u></a> | Hawai'i County Census Data   |
| <a href="#"><u>A-16</u></a> | Ha'alele (Fact Book) Webpage   |
| <a href="#"><u>A-17</u></a> | Hawai'i County Gender Ratios Data                                    |
| <a href="#"><u>A-18</u></a> | VPCC Spring 2024 Presentation  |
| <a href="#"><u>A-19</u></a> | Hawai'i P-20 Webpage   |
| <a href="#"><u>A-20</u></a> | College and Career Readiness Indicators Summary Reports              |
| <a href="#"><u>A-21</u></a> | Early College Baseline Metrics Data                                  |
| <a href="#"><u>A-22</u></a> | UH Projected Trends in Enrollment Report                             |
| <a href="#"><u>A-23</u></a> | 80th Anniversary Webpage   |
| <a href="#"><u>A-24</u></a> | Model Home Webpage   |
| <a href="#"><u>A-25</u></a> | WalletHub Community College Ranking Webpage                          |

## B. Presentation of Student Achievement Data and Institution-Set Standards

### Student Achievement Data

**Table 1 - Student Headcount by Enrollment Status, 2019-2023**

| Enrollment      | Fall 2019 |     | Fall 2020 |     | Fall 2021 |     | Fall 2022 |     | Fall 2023 |     |
|-----------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| Part-Time       | 1559      | 60% | 1480      | 61% | 1491      | 66% | 1467      | 69% | 1569      | 69% |
| Full-Time       | 1056      | 40% | 950       | 39% | 757       | 34% | 660       | 31% | 691       | 31% |
| Total Headcount | 2615      |     | 2430      |     | 2248      |     | 2127      |     | 2260      |     |

Source: Banner Operational Data Store (ODS) IRO\_BASE

Hawai'i CC serves a larger number of part-time students than full-time students and that difference has widened over the last five years. Enrollment decreased by over 14 percent since 2019 due to the adverse impacts of COVID-19. However, the College experienced a slight increase in 2023 from the previous year.

**Table 2 - Student Headcount by Curriculum Category, 2019-2023**

| Curriculum Category   | Fall 2019 |     | Fall 2020 |     | Fall 2021 |     | Fall 2022 |     | Fall 2023 |     |
|-----------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| General & Pre-Prof Ed | 1051      | 40% | 987       | 41% | 919       | 41% | 758       | 36% | 762       | 34% |
| Career & Tech Ed      | 926       | 35% | 828       | 34% | 715       | 32% | 698       | 33% | 708       | 31% |
| Other                 | 638       | 24% | 615       | 25% | 614       | 27% | 671       | 32% | 790       | 35% |
| Total Headcount       | 2615      |     | 2430      |     | 2248      |     | 2127      |     | 2260      |     |

Source: Banner Operational Data Store (ODS) IRO\_BASE. Note: General and Pre-Professional Education programs include AA degrees, AS in Natural Science; Career and Technical Education programs include: AS, AAS, and CA; Other includes unclassified and non-Hawai'i CC students.

Hawai'i CC's enrollment in General and Pre-Professional Education programs and Career and Technical Education programs has remained relatively balanced over the past five years, but the number of unclassified students has steadily increased.



**Table 3 - Student Headcount by Ethnicity, 2019-2023**

| <b>Ethnicity</b>                 | <b>Fall 2019</b> |     | <b>Fall 2020</b> |     | <b>Fall 2021</b> |     | <b>Fall 2022</b> |     | <b>Fall 2023</b> |     |
|----------------------------------|------------------|-----|------------------|-----|------------------|-----|------------------|-----|------------------|-----|
| Asian Subtotal                   | 475              | 18% | 457              | 19% | 385              | 17% | 396              | 19% | 458              | 20% |
| Native Hawaiian or Part Hawaiian | 1127             | 43% | 1037             | 43% | 971              | 43% | 864              | 41% | 856              | 38% |
| Pacific Islander                 | 66               | 3%  | 71               | 3%  | 77               | 3%  | 73               | 3%  | 64               | 3%  |
| Other                            | 947              | 36% | 865              | 36% | 815              | 36% | 794              | 37% | 882              | 39% |
| <b>Total Headcount</b>           | <b>2615</b>      |     | <b>2430</b>      |     | <b>2248</b>      |     | <b>2127</b>      |     | <b>2260</b>      |     |

Source: Banner Operational Data Store (ODS) IRO\_BASE

Hawai'i CC's Native Hawaiian and Part-Hawaiian students comprise the largest ethnic group, constituting between 38 and 43 percent of the population between 2019 and 2023. The next largest ethnic group is Other (Hispanic, Caucasian, African American or Black, American Indian or Alaskan Native, Mixed Race, and no data), averaging 37 percent. Asians average 19 percent and Pacific Islanders comprise 3 percent of the enrollment.

**Table 4 - Student Headcount by Pell Grant Recipients, 2019-2023**

| <b>Pell Grant Recipients</b> | <b>Fall 2019</b> |     | <b>Fall 2020</b> |     | <b>Fall 2021</b> |     | <b>Fall 2022</b> |     | <b>Fall 2023</b> |     |
|------------------------------|------------------|-----|------------------|-----|------------------|-----|------------------|-----|------------------|-----|
| Pell Recipients              | 1013             | 39% | 1030             | 42% | 874              | 39% | 789              | 37% | 794              | 35% |
| Non-Pell Recipients          | 372              | 14% | 372              | 15% | 465              | 21% | 269              | 13% | 251              | 11% |
| Other                        | 1230             | 47% | 1028             | 42% | 909              | 40% | 1069             | 50% | 1215             | 54% |
| <b>Total Headcount</b>       | <b>2615</b>      |     | <b>2430</b>      |     | <b>2248</b>      |     | <b>2127</b>      |     | <b>2260</b>      |     |

Source: Financial aid reports (IRO\_FA\_AWARD\_BY\_PERSON and IRO\_FA\_STUDENT). Note: Other includes students who didn't complete FAFSA.

Hawai'i CC's ratio of Pell to non-Pell recipients remained consistent since 2019 averaging 38 to 15 percent respectfully. The Other student headcount averaged 47 percent during this review period.

**Table 5 - Student Headcount by Course Delivery Method, 2019-2023**

| <b>Course Delivery Method</b> | <b>Fall 2019</b> |     | <b>Fall 2020</b> |     | <b>Fall 2021</b> |     | <b>Fall 2022</b> |     | <b>Fall 2023</b> |     |
|-------------------------------|------------------|-----|------------------|-----|------------------|-----|------------------|-----|------------------|-----|
| Completely Online Students    | 343              | 13% | 1282             | 53% | 1311             | 59% | 1026             | 48% | 944              | 42% |
| At least one course online    | 501              | 19% | 568              | 23% | 413              | 18% | 414              | 19% | 451              | 20% |
| Non-Distance Ed (DE) Students | 1365             | 52% | 218              | 9%  | 207              | 9%  | 314              | 15% | 441              | 20% |
| Other                         | 406              | 16% | 362              | 15% | 307              | 14% | 373              | 18% | 424              | 19% |
| <b>Total Headcount</b>        | <b>2615</b>      |     | <b>2430</b>      |     | <b>2248</b>      |     | <b>2127</b>      |     | <b>2260</b>      |     |

Source: IRAO Data Access Portal Percent of Students Taking Online Classes. Note: Other includes the following courses: Individual Instruction with the following schedule types - Clinical Education (CLN), Co-operative Ed/Work Experience (COP), Directed Reading and Research (DRR), Fieldwork (FLD), Independent/Directed Study (IND), Individual Instruction (INV), Internship Instruction (INT), Practicum Instruction (PRA), and courses ending in 99. Other also includes Early College courses listed by P-20 or with a schedule attribute of EC.

Hawai'i CC had a significant number of students shift to completely online as a result of COVID-19. Although there was a slight decrease in this category, over 60 percent of students were completely online or enrolled in at least one online course compared to about 40 percent of Non-DE and other students in 2023. As a result, the College submitted a substantive change proposal to ACCJC pertaining to DE delivery since the 50 percent threshold has been reached.

**Table 6 - Course Completion by Course Delivery Method, 2019-2023**

| <b>Course Delivery Method</b> | <b>Fall 2019</b> | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|
| DE Courses                    | 71.2%            | 74.0%            | 74.1%            | 74.0%            | 73.8%            |
| Hybrid                        | NA               | NA               | NA               | 86.7%            | 81.9%            |
| Face-to-Face Courses          | 77%              | 79.2%            | 85.5%            | 86.5%            | 86.4%            |

Source: UH Institutional Research Office, Operational Data Store, IRO\_XOVER view, CENSUS

Hawai'i CC's face-to-face course completion rates steadily increased from 77 to 86.4 percent during this review period. The DE course completion rate remained steady at about 74 percent after fall 2019. Since fall 2022, a new course delivery method identified as Hybrid had an average course completion rate of 84 percent.

**Table 7 - Overall Student Persistence, 2019-2023\***

| <b>Student Status</b> | <b>Fall 2019</b> | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|-----------------------|------------------|------------------|------------------|------------------|------------------|
| Full-Time             | 83.5%            | 80.3%            | 77.0%            | 80.0%            | 83.4%            |
| Part-Time             | 60.2%            | 58.3%            | 51.6%            | 53.9%            | 50.9%            |
| <b>Overall</b>        | <b>69.6%</b>     | <b>66.9%</b>     | <b>60.1%</b>     | <b>62.0%</b>     | <b>60.8%</b>     |

Source: UH Institutional Research Office, Operational Data Store, IRO\_XOVER view, CENSUS. Note:

\*Persistence to the next semester (Fall 2019 to Spring 2020, etc).

Hawai'i CC's full-time students have higher persistence rates than part-time students.

**Table 8 - Student Persistence by Curriculum Category, 2019-2023\***

| <b>Curriculum Category</b> | <b>Fall 2019</b> | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|----------------------------|------------------|------------------|------------------|------------------|------------------|
| General & Pre Professional | 69.6%            | 69.9%            | 60.9%            | 63.9%            | 65.2%            |
| Career & Technical         | 77.1%            | 75.6%            | 73.7%            | 74.6%            | 77.3%            |
| Other                      | 58.8%            | 50.4%            | 43.2%            | 46.6%            | 41.8%            |
| <b>Overall</b>             | <b>69.6%</b>     | <b>66.9%</b>     | <b>60.1%</b>     | <b>62.0%</b>     | <b>60.8%</b>     |

Source: UH Institutional Research Office, Operational Data Store, IRO\_XOVER view, CENSUS.

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. Note: \*Persistence to the next semester (Fall 2019 to Spring 2020, etc).

Hawai'i CC's General and Pre-Professional Education student persistence rates from fall to spring declined slightly during fall 2021 likely due to the impacts of COVID-19, but have since been making a gradual increase back to pre-COVID rates. Likewise, Career and Technical Education (CTE) student persistence rates followed this same trend. In addition, CTE student persistence rates average about 10 percent greater than General and Pre-Professional Education student persistence rates.

**Table 9 - Degrees and Certificates Awarded by Curriculum Category, 2019-2023**

| <b>Curriculum Category</b>     | <b>AY 2019</b> |     | <b>AY 2020</b> |     | <b>AY 2021</b> |     | <b>AY 2022</b> |     | <b>AY 2023</b> |     |
|--------------------------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|----------------|-----|
| General & Pre-professional     | 226            | 39% | 201            | 36% | 192            | 36% | 192            | 37% | 165            | 39% |
| Career & Technical             | 361            | 61% | 351            | 64% | 338            | 64% | 331            | 63% | 258            | 61% |
| <b>Total Degrees &amp; CAs</b> | <b>587</b>     |     | <b>552</b>     |     | <b>530</b>     |     | <b>523</b>     |     | <b>423</b>     |     |

Source: IRAO Data Access Portal - Degrees and Certificates Awarded by Major. Note: General and Pre-Professional Education programs include AA degrees, ASNS; Career and Technical Education programs: AS, AAS, and CA.

Hawai'i CC awarded more Career and Technical Education degrees and certificates than General and Pre-Professional Education degrees and certificates during this review period with a ratio of about 60 to 40 percent.

**Table 10 - Degrees and Certificates Awarded by Age, 2019-2023**

| <b>Age</b>                     | <b>AY 2019</b> |       | <b>AY 2020</b> |       | <b>AY 2021</b> |       | <b>AY 2022</b> |       | <b>AY 2023</b> |       |
|--------------------------------|----------------|-------|----------------|-------|----------------|-------|----------------|-------|----------------|-------|
| Less than 21                   | 162            | 27.6% | 198            | 35.9% | 171            | 32.3% | 135            | 25.8% | 129            | 30.5% |
| 21-24                          | 169            | 28.8% | 133            | 24.1% | 117            | 22.1% | 147            | 28.1% | 125            | 29.6% |
| 25-48                          | 232            | 39.5% | 192            | 34.8% | 216            | 40.8% | 219            | 41.9% | 154            | 36.4% |
| Greater than 49                | 24             | 4.1%  | 29             | 5.3%  | 26             | 4.9%  | 22             | 4.2%  | 15             | 3.5%  |
| <b>Total Degrees &amp; CAs</b> | <b>587</b>     |       | <b>552</b>     |       | <b>530</b>     |       | <b>523</b>     |       | <b>423</b>     |       |

Source: UH Institutional Research Office, Operational Data Store, IRO\_DEGREE\_UH\_UH view, IRO\_BASE\_UH view, EOS, CENSUS.

Hawai'i CC's students aged 25 to 48 typically earn the highest percentage of degrees and certificates, with students younger than 21 typically earning the second highest percentage.

**Table 11 - Degrees and Certificates Awarded by Gender, 2019-2023**

| <b>Gender</b>                  | <b>AY 2019</b> | <b>AY 2020</b> | <b>AY 2021</b> | <b>AY 2022</b> | <b>AY 2023</b> |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| Men                            | 280            | 268            | 253            | 256            | 218            |
| Women                          | 297            | 275            | 265            | 260            | 201            |
| No Data                        | 10             | 9              | 12             | 7              | 4              |
| <b>Total Degrees &amp; CAs</b> | <b>587</b>     | <b>552</b>     | <b>530</b>     | <b>523</b>     | <b>423</b>     |

Source: Banner Operational Data Store (ODS) IRO\_DEGREE

Hawai'i CC awarded more degrees and certificates to women than men from 2019 to 2022. In 2023, the trend reversed, with slightly more men earning degrees and certificates than women.

**Table 12 - Degrees and Certificates Awarded by Ethnicity, 2019-2023**

| <b>Ethnicity</b>                 | <b>AY 2019</b> | <b>AY 2020</b> | <b>AY 2021</b> | <b>AY 2022</b> | <b>AY 2023</b> |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Asian Subtotal                   | 141            | 100            | 134            | 103            | 86             |
| Native Hawaiian or Part-Hawaiian | 257            | 272            | 230            | 241            | 175            |
| Pacific Islander                 | 7              | 10             | 9              | 10             | 12             |
| Other                            | 182            | 170            | 157            | 169            | 150            |
| <b>Total Degrees &amp; CAs</b>   | <b>587</b>     | <b>552</b>     | <b>530</b>     | <b>523</b>     | <b>423</b>     |

Source: Banner Operational Data Store (ODS) IRO\_DEGREE

Hawai'i CC's Native Hawaiian and Part-Hawaiian students earned the highest percentage of the degrees and certificates over the past five years, averaging 45 percent which closely mirrors enrollment figures.

### **Institution-Set Standards**

The UHCC System policy, UHCCP 4.203, Institution-Set Standards (ISS), establishes the framework for student success through the adoption of eight standards for which each campus is held accountable, with baseline and aspirational values (i.e., stretch goals) and specific annual target performance measures set for each academic or fiscal year ([B-01](#)). The fiscal year (FY) 2022 values remained the same as the previous year while the policy

was being revised. For FY 2023, the values were updated. UHCCP 4.203 was revised in 2024 to include two additional subpopulations, Pacific Islanders and Filipinos, for Standard 3. In addition, the method for determining floor and aspirational values for the standards was revised. An analysis of the data for each of the following eight ISS is summarized below since the last ISER to FY/AY 2023.

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.

### 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.

The baseline (floor) value was set at 70 percent and the aspirational (stretch goal) value was 75 percent and updated to 80 percent for Course Completion for 2023.

Analysis: Hawai'i CC consistently exceeded/met the baseline and aspirational values each year by an overall average of 77 percent. To improve its outcomes, the College has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of our first year experience (FYE) courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.

**Table 13- Course Completion**

| <b>Category – Course Completion</b>              | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|--|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline Value                                   | 70%            | 70%            | 70%            | 70%            | 70%            | 70%                      |
| Aspirational Value                               | 75%            | 75%            | 75%            | 75%            | 80%            | 76%                      |
| Actual Performance                               | 77%            | 77%            | 77%            | 75%            | 77%            | 77%                      |
| Difference between Baseline and Actual           | +7%            | +7%            | +7%            | +5%            | +7%            | 7%                       |
| Difference between Aspirational Value and Actual | +2%            | +2%            | +2%            | 0%             | -3%            | 1%                       |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024. 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.

### Certificates Awarded

The baseline (floor) value was set at 97 (based upon an average from 2012-2015) and the aspirational (stretch goal) value was 5 percent growth per year for certificates of achievement awarded during the fiscal year. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 2 percent increase of the previous three years' baseline average.

Analysis: Hawai'i CC consistently exceeded the baseline and aspirational values each year for this standard with the exception of FY 2023 when values were increased. Also, there was a dramatic decrease of certificates awarded for FY 2023 as the result of the lasting impacts of COVID-19.

**Table 14- Certificates Awarded**

| <b>Category - Certificates Awarded</b>           | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|--|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline   | 97             | 97             | 97             | 97             | 162            | 110                      |
| Aspirational Value                               | 117            | 123            | 130            | 130            | 172            | 134                      |
| Actual Performance                               | 184            | 178            | 168            | 162            | 111            | 161                      |
| Difference between Baseline and Actual           | +87            | +81            | +71            | +65            | -51            | +51                      |
| Difference between Aspirational Value and Actual | +67            | +55            | +38            | +32            | -61            | +26                      |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

### Degrees Awarded

The baseline (floor) value was set at 500 (based upon an average from 2012-2015) and the aspirational (stretch goal) value was 5 percent growth per year for associate degrees awarded during the fiscal year. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 2 percent increase of the previous three years' baseline average.

Analysis: Hawai'i CC didn't meet the baseline and aspirational values each year for this standard. One of the primary reasons that the College had difficulty in meeting these values is that they were established when enrollment was at a high point. The gradual decline in degrees awarded reflects the decline in enrollment due to a healthy economy and employment opportunities. In addition, an initial analysis of the data shows a number of

students in career and technical programs were pursuing Certificate of Achievements (CA) and going directly into the workforce instead of pursuing Associate in Applied Science (AAS) degrees which include courses in these certificates and foundational or general education courses. The CA provides them with credentials to be ready for the workforce and employment. It has also been noted that a number of students are transferring to universities prior to earning their associate degrees.

Actions taken to improve the performance of this standard include:

- Implemented scheduling efficiency measures to limit the number of overlapping classes and make sure program courses were offered on a more reliable basis.
- Introduced Course Program of Study (CPOS) to ensure students are enrolling in classes applicable to their program requirements.
- Increased the number and quality of courses offered via distance education.
- Increased the number of GE-Designated courses, particularly Science courses and labs.
- Fostered more interdisciplinary collaboration with GE and elective courses to increase completion of GE requirements.
- Approved the Hawaiian-Asian-Pacific (HAP) designation for 11 current courses.
- Made significant improvements to the AA Hawaiian Studies degree.
- Provided student support as part of the I Ola Hāloa Center for Hawai'i Life Styles through the Paepae 'Ōhua Native Hawaiian Student Success Services.
- Improved assessment practices and used data to refine teaching and learning.
- Restructured curricula in various programs and many offered online courses for the first time in order to reach a broader audience of students.
- Obtained several grants that provide scholarships for STEM students.
- Applied Higher Education Emergency Relief Fund (HEERF) funding to supplement students' financial aid in the form of materials for classes and monetary awards to support students' basic needs.
- Instituted a First Year Experience program as outlined in the previous ISER Qualified Focus Essay (QFE).

**Table 15- Degrees Awarded**

| <b>Category - Degrees Awarded</b>                | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|--|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline   | 500            | 500            | 500            | 500            | 361            | 472                      |
| Aspirational Value                               | 608            | 638            | 670            | 670            | 373            | 592                      |
| Actual Performance                               | 403            | 374            | 362            | 361            | 312            | 362                      |
| Difference between Baseline and Actual           | -97            | -126           | -138           | -139           | -49            | -110                     |
| Difference between Aspirational Value and Actual | -205           | -264           | -308           | -309           | -61            | -229                     |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

### **Standard 3 – Native Hawaiian Degrees and Certificates Awarded**

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

The baseline (floor) value was set at 236 (based upon an average from 2012-2015) and the aspirational (stretch goal) value was 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students of Native Hawaiian Ancestry. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 3 percent increase of the previous three years' baseline average.

Analysis: Hawai'i CC awarded an average of 235 associate degrees and certificates of achievement to Native Hawaiians each fiscal year from 2019 to 2023 which is also the baseline average for this review period. However, the College has not met the aspirational values for this standard during this review period. The gradual decline in degrees and certificates awarded reflects the decline in enrollment due to a robust economy and employment opportunities. The recent drastic drop in degrees and certificates awarded for this standard in FY 2023 appears to be an anomaly and could possibly be attributed to COVID-19 impacts. It's anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard. In addition, the College is reviewing activities and outcomes committed in its US Department of Education Title III and Alaska Native and Native Hawaiian (ANNH) Strengthening Institutional Capacity grant awards. A number of these activities called Ha'akūmalae will reinforce support to Native Hawaiian students' success.

**Table 16- Native Hawaiian Degrees and Certificates Awarded**

| <b>Category – Native Hawaiian Degrees and Certificates Awarded</b> | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|--|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline   | 236            | 236            | 236            | 236            | 230            | 235                      |
| Aspirational Value   | 287            | 301            | 316            | 316            | 255            | 295                      |
| Actual Performance   | 257            | 272            | 230            | 241            | 175            | 235                      |
| Difference between Baseline and Actual                             | +21            | +36            | -6             | -5             | -55            | -2                       |
| Difference between Aspirational Value and Actual                   | -30            | -29            | -86            | -75            | -80            | -60                      |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

#### **Standard 4 – Pell Recipient Degrees and Certificates Awarded**

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

The baseline (floor) value was set at 418 and the aspirational (stretch goal) value was 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students who received Pell awards. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 3 percent increase of the previous three years' baseline average.

Analysis: Hawai'i CC has not met the baseline and aspirational values during this review period for this standard. One of the primary reasons that the College had difficulty in meeting these values is that they were established when enrollment was at a high point. The gradual decline in degrees and certificates awarded reflects the decline in enrollment due to a robust economy and employment opportunities. The College awarded an average of 317 associate degrees and certificates of achievement to Pell recipients each fiscal year from 2019 to 2023. It's anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard.

**Table 17- Pell Recipient Degrees and Certificates Awarded**

| <b>Category – Pell Recipient Degrees and Certificates Awarded</b> | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|---|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline  | 418            | 418            | 418            | 418            | 307            | 396                      |
| Aspirational Value  | 508            | 533            | 560            | 560            | 331            | 498                      |

| <b>Category – Pell Recipient Degrees and Certificates Awarded</b> | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|---|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Actual Performance  | 356            | 340            | 307            | 318            | 263            | 317                      |
| Difference between Baseline and Actual                            | -62            | -78            | -111           | -100           | -44            | -79                      |
| Difference between Aspirational Value and Actual                  | -152           | -193           | -253           | -242           | -68            | -182                     |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

### **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.

The baseline (floor) value was set at 398 (based upon an average from 2012-2015) and the aspirational (stretch goal) value was 5 percent growth per year for the number of Hawai'i CC home-based students who transferred to a baccalaureate institution during the fiscal year. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 2 percent increase of the previous three years' baseline average.

Analysis: Hawai'i CC consistently exceeded the baseline values each year for this standard, but didn't meet the aspirational values. Hawai'i CC consistently exceeded the baseline between 2019 and 2022, averaging 430 transfers to baccalaureate institutions each year, but didn't meet the aspirational values. For FY 2023\*, the drastic drop in transfers is the result of a new script and definition being applied to data for this standard. Hawai'i CC continually develops articulation agreements with colleges and universities within and outside of the UH system to provide transfer opportunities for students in order to improve outcomes for this standard, such as the partnership with Western Governors University. A listing of several transfer opportunities and partnerships are listed on Hawai'i CC Transfer Partnerships website ([B-02](#)). Hawai'i CC continues to strengthen and expand the transfer pipeline to UH four-year campuses with collaboration on UH Transfer Day events, dual-enrollment partnerships such as the UH Mānoa Ka'ie'ie Degree Pathway Agreement and by increasing eligibility for two-year programs to be part of the UH System Automatic Admission initiative which allows UHCC students to transition directly to a UH four-year university without having to pay the admission fee.

**Table 18- Transfers to Baccalaureate Institutions**

| <b>Category – Transfers to Baccalaureate Institutions</b> | <b>AY 2019</b> | <b>AY 2020</b> | <b>AY 2021</b> | <b>AY 2022</b> | <b>AY 2023</b> | <b>2019-2023 Average</b> |
|---|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline  | 398            | 398            | 398            | 398            | 257            | 370                      |
| Aspirational Value  | 469            | 492            | 517            | 517            | 275            | 454                      |
| Actual Performance  | 424            | 432            | 423            | 441            | 230            | 390                      |
| Difference between Baseline and Actual                    | +26            | +34            | +25            | +43            | -27            | +101                     |
| Difference between Aspirational Value and Actual          | -45            | -60            | -94            | -76            | -45            | -64                      |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024. \*For FY 2023 data, Transfers (UH 4YR + NON-UH 4YR), the NON-UH 4YR has a revised definition that only looks back one prior year instead of two to submit to National Student Clearinghouse to avoid potential yearly overlapping counts.

### **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 percent of the time of entry.

The baseline (floor) value was set at 31.6 percent (based upon the success rate for the fall 2012 IPEDS cohort) and the aspirational (stretch goal) value was an incremental growth to reach a success rate of 50 percent by fiscal year 2021 for IPEDS Student Success Rate. This student success rate is defined at which first time, full-time students either graduate or transfer to a baccalaureate institution within 150 percent of the time of entry. For FY 2023, values were updated with the lowest actual performance of the previous three years becoming the baseline value and the aspirational value based upon a 2 percent increase of the previous three years' baseline average.

**Analysis:** Hawai'i CC consistently exceeded the baseline values each year for this standard, but didn't meet the aspirational values. Although the aspirational values weren't met, Hawai'i CC's performance trend has been steadily increasing over this reporting period with the exception of FY 2023. To improve its outcomes, the College has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of the first year experience (FYE) courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.



**Table 19- IPEDS Student Success Rate**

| <b>Category – IPEDS Student Success Rate</b>     | <b>FY 2019</b> | <b>FY 2020</b> | <b>FY 2021</b> | <b>FY 2022</b> | <b>FY 2023</b> | <b>2019-2023 Average</b> |
|--|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Baseline   | 31.6%          | 31.6%          | 31.6%          | 31.6%          | 37.7%          | 32.8%                    |
| Aspirational Value                               | 44.6%          | 47.2%          | 50%            | 50%            | 40.1%          | 46.4%                    |
| Actual Performance                               | 36%            | 37.7%          | 38.6%          | 41.7%          | 36.7%          | 38.1%                    |
| Difference between Baseline and Actual           | +4.4%          | +6.1%          | +7%            | +10.1%         | -1%            | +5.3%                    |
| Difference between Aspirational Value and Actual | -8.6%          | -9.5%          | -11.4%         | -8.3%          | -3.4%          | -8.2%                    |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

### **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 examinations may be reported on an optional basis.

For this review period, the Associate in Science degree in Nursing (ASN) was the only program with ten or more students that was applicable to this standard. The baseline (floor) value is set at the National Council of State Boards of Nursing (NCSBN) National Council Licensure Examination (NCLEX) registered nurse (RN) pass rate for the NCLEX-RN examination for first-time test takers (US educated) for an associate degree completed in the designated year ([B-03](#)). The pass rate for students in this program is based on the number of students taking the examination. The aspirational (stretch goal) value was 90 percent and then later revised to 95 percent.

Analysis: Hawai'i CC didn't meet the baseline value for this standard by a few percentage points in 2019 and 2020. However, the program exceeded the baseline value for 2021 despite challenges of COVID-19, changes in teaching modality, decreased students' time in the clinical settings, decreased faculty number, and a UH hiring freeze. Overall, the average pass rate for this program has been 84 percent compared to the baseline average of 81 percent for this review period. The aspirational values have not been met during this review period. To increase the actual performance to meet these values, three days of NCLEX RN licensure preparation and review have been included in the NURS 257 course for the ASN graduating classes. This and filling vacant faculty positions have resulted in a steady increase in actual performance during this review period.

**Table 20- Nursing AS, Examination Success Rate**

| <b>Program: Nursing AS<br/>(National<br/>Examination)</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2019-2023<br/>Average</b> |
|---|-------------|-------------|-------------|-------------|-------------|------------------------------|
| Baseline  | 85%         | 83%         | 79%         | 80%         | 80%         | 81%                          |
| Aspirational Value  | 90%         | 90%         | 95%         | 95%         | 95%         | 93%                          |
| Actual Performance  | 79%         | 81%         | 82%         | 88%         | 88%         | 84%                          |
| Difference between<br>Baseline and Actual                 | -6%         | -2%         | +3%         | +8%         | +8%         | +2%                          |
| Difference between<br>Aspirational Value and<br>Actual    | -11%        | -9%         | -8%         | -7%         | -7%         | -8%                          |

Source: NCSBN's [NCLEX pass rate](#), Hawai'i CC Nursing Program data.

### **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.

The baseline (floor) value, identified as institutional set standards (ISS), was established by the Perkins placement rate for the reported AY. The aspirational (stretch goal) value was established by the Perkins established improvement rate for each subsequent year. The job placement rate reported for each career and technical education program are 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 are not reported and are identified as "N/A." Programs that met or exceeded the ISS/baseline (floor) values, their job placement rates are identified in **bold** below. For those programs that didn't meet the ISS/baseline (floor) values, their job placement rates are identified in **red** below.

Analysis: Hawai'i CC programs with at least 10 students exiting the program have met the ISS (floor) values, with an average between 90 to 100 percent, with the exception of 2019 due to the onset of COVID-19. Whereas, these programs had an average job placement rate of 66 percent that met or exceeded the aspirational job placement rate of 70 percent during this review period. Overall, these rates have fluctuated and varied yearly for each program without any particular trend.

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.

Program faculty and students also use the Hawai'i Labor Market dashboard to navigate for potential careers and their demand in the state and county ([B-04](#)).

**Table 21- Job Placement Rate**

| <b>Program – Job Placement Rate</b>             | <b>2019</b>                   |                            | <b>2020</b>                   |                            | <b>2021</b>                   |                            | <b>2022</b>                   |                            | <b>2023</b>                   |                            |
|---|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|
| <b>Aspirational Value (AV) = 70%</b>            | <b>Job Placement Rate (%)</b> | <b>ISS Floor Value (%)</b> | <b>Job Placement Rate (%)</b> | <b>ISS Floor Value (%)</b> | <b>Job Placement Rate (%)</b> | <b>ISS Floor Value (%)</b> | <b>Job Placement Rate (%)</b> | <b>ISS Floor Value (%)</b> | <b>Job Placement Rate (%)</b> | <b>ISS Floor Value (%)</b> |
| Accounting                                      | <b>71</b>                     | 67                         | N/A                           | 33                         | <b>87</b>                     | 33                         | <b>79</b>                     | 34                         | <b>54</b>                     | 35                         |
| Administration of Justice                       | <b>68</b>                     | 67                         | <b>82</b>                     | 33                         | N/A                           | 33                         | N/A                           | 34                         | N/A                           | 35                         |
| Agriculture                                     | <b>40</b>                     | 67                         | N/A                           | 33                         | N/A                           | 33                         | 33                            | 34                         | N/A                           | 35                         |
| Architectural, Engineering and CAD Technologies | N/A                           | 67                         | <b>90</b>                     | 33                         | N/A                           | 33                         | N/A                           | 34                         | N/A                           | 35                         |
| Auto Body Repair and Painting                   | N/A                           | 67                         | <b>90</b>                     | 33                         | N/A                           | 33                         | N/A                           | 34                         | N/A                           | 35                         |
| Automotive Mechanics Technology                 | <b>50</b>                     | 67                         | <b>94</b>                     | 33                         | <b>33</b>                     | 33                         | <b>76</b>                     | 34                         | <b>80</b>                     | 35                         |
| Business Technology                             | <b>53</b>                     | 67                         | <b>85</b>                     | 33                         | N/A                           | 33                         | <b>79</b>                     | 34                         | N/A                           | 35                         |
| Carpentry                                       | <b>56</b>                     | 67                         | N/A                           | 33                         | N/A                           | 33                         | N/A                           | 34                         | <b>50</b>                     | 35                         |

|  |     |    |     |    |     |    |     |    |     |    |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|
| Creative Media   | N/A | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Culinary Arts  | 66  | 67 | 83  | 33 | 36  | 33 | N/A | 34 | 80  | 35 |
| Diesel Mechanics                                       | 94  | 67 | 76  | 33 | N/A | 33 | 55  | 34 | N/A | 35 |
| Digital Media Arts                                     | N/A | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Early Childhood Education                              | 93  | 67 | N/A | 33 | N/A | 33 | 80  | 34 | 85  | 35 |
| Electrical Installation and Maintenance Technology     | 81  | 67 | 89  | 33 | 83  | 33 | 92  | 34 | 64  | 35 |
| Electronics Technology                                 | N/A | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Fire Science   | 91  | 67 | 92  | 33 | 70  | 33 | 86  | 34 | 86  | 35 |
| Hospitality and Tourism                                | 62  | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Human Services   | N/A | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Information Technology                                 | 60  | 67 | 94  | 33 | N/A | 33 | N/A | 34 | 48  | 35 |
| Machine, Welding and Industrial Mechanics Technologies | 68  | 67 | 81  | 33 | N/A | 33 | 42  | 34 | 28  | 35 |
| Marketing  | 70  | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |
| Nursing: AS  | 73  | 67 | 62  | 33 | 71  | 33 | 81  | 34 | 87  | 35 |
| Nursing: Practical                                     | N/A | 67 | N/A | 33 | N/A | 33 | N/A | 34 | N/A | 35 |

|  |             |               |             |             |             |    |     |    |     |    |
|--|-------------|---------------|-------------|-------------|-------------|----|-----|----|-----|----|
| Substance Abuse Counseling   | N/A         | 67            | N/A         | 33          | N/A         | 33 | N/A | 34 | N/A | 35 |
| Tropical Forest Ecosystem and Agroforestry Management                                  | N/A         | 67            | N/A         | 33          | N/A         | 33 | N/A | 34 | N/A | 35 |
| <b><i>Programs with 10+ Students that Met/Exceeded ISS Baseline (Floor) Values</i></b> | 9/16<br>56% | 12/12<br>100% | 6/6<br>100% | 9/9<br>100% | 9/10<br>90% |    |     |    |     |    |
| <b><i>Programs with 10+ Students that Met/Exceeded Aspirational Values</i></b>         | 7/16<br>44% | 11/12<br>92%  | 4/6<br>67%  | 7/9<br>78%  | 5/10<br>50% |    |     |    |     |    |

Source: Office of the Vice President for Community Colleges; data queried Mar. 14, 2024.

## Evidence List

- [B-01](#) UHCCP 4.203, Institution-Set Standards
- [B-02](#) Transfer Pathways Webpage
- [B-03](#) NCLEX Pass Rates Data
- [B-04](#) Labor Market Dashboard

## **C. Organization of the Self-Evaluation Process**

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### **Process Overview**

### **ISER Team Members**

### **Standard Team Members**



*Hawai'i CC Electrical Installation and Maintenance Technology Program*

## Process Overview

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The Chancellor appointed the Accreditation Liaison Officer (ALO) and two co-chairs to be the ISER Team for the 2025 Institutional Self-Evaluation Report (ISER) in spring 2021. The ISER Team met several times during the year with the former 2018 ISER co-chairs to review feedback from the previous ACCJC evaluation and to discuss the previous campus evaluation process. Recommendations were given to have an overall editor and formatter for the report. Based on the information that was shared, it was decided by the 2025 ISER Team to create smaller standard teams and to give all members the role as a "reviewer." The 2018 report was used as a baseline to be reviewed and updated by all team members.

In spring 2022, a Google invitation to join the 2025 ISER standard teams was sent to those who served previously on the 2018 ISER and also to recommended colleagues. Ten standard teams were created with a total participation of 29 faculty, staff and administration. In fall of 2022, an ISER orientation was conducted by the co-chairs for the Kauhale to describe the self evaluation process. In October 2022, Catherine Webb, VP from the ACCJC, conducted a training for the ISER standard teams, and in spring 2023, a second ISER training was facilitated by the Hawai'i CC ALO for team members to understand the new process of evaluating and updating their sections. Throughout the semester, the ISER Team met with individual standard teams to engage in collaborative discussions on the teams' findings in order to determine whether and how standards were being met and to suggest actionable items for the College to pursue.

From fall 2022 and throughout the subsequent semesters, the ISER Team was meeting with administration and the campus governing bodies to inform and give updates on the ACCJC self evaluation process. At the end of spring 2023, the standard teams completed their reviews and the ISER Team recruited an editor and formatter to compile all the standard team reviews into a single draft report that summer. The ISER Team then met periodically to discuss expectations, timeline and the next stages of drafting the report. In fall 2023 and spring 2024, sections of the first draft went out for review and feedback to the entire Kauhale, which also included the four governing bodies: Academic Senate, College Council, Associated Students of the University of Hawai'i–Hawai'i Community College, and Ho'olulu - Native Hawaiian Council. During summer 2024, the ISER Team worked to finalize the ISER report. In fall 2024 the ISER went out to the entire Kauhale for final review. It was then sent to the governing bodies for certification that there was effective participation by the Kauhale and that this report accurately reflects the nature and substance of this institution. The final ISER was then submitted to the Office of the Vice President for UHCC to be reviewed and forwarded to the UH president and Board of Regents for their certification.



## ISER Team Members

| Role       | Name  |
|------------|---|
| Co-Chairs  | Kanoe Lambert, Pathways Coordinator<br>Kaleo Quintana, Assistant Professor, Counseling                        |
| Chancellor | Susan Kazama, Chancellor  |
| ALO        | E. Kalani Flores, Professor, Hawai'i Life Styles  |
| Editor     | Deseree Salvador, Interim Coordinator Office of International Programs/Associate Professor, English           |
| Formatter  | Carrie Butler, Division Chair, Business Education and Technology, Assistant Professor, Information Technology |

## Standard Team Members

### Standard I

| Role      | Name   |
|-----------|--|
| Reviewers | Mari Giel, Associate Professor/Counselor, Student Services<br>Meidor Hu, Professor, Art<br>Larissa Leslie, Professor/Counselor, Student Services |

### Standard II.A

| Role      | Name   |
|-----------|--|
| Reviewers | Pele Kaio, Assistant Professor, Hawai'i LifeStyles<br>Carrie Mospens, Interim Dean of Liberal Arts/Associate Professor, English<br>Deseree Salvador, Interim Coordinator Office of International Programs/Associate Professor, English |

### Standard II.B

| Role      | Name  |
|-----------|---|
| Reviewers | Jeanne Batallones, Assistant Professor/Counselor, Student Services<br>Kaleo Pilago, Educational Specialist, Hale Kea Advancement and Testing Center<br>Jason Santos, Database Administrator, Academic Support<br>Wailani Walker, Instructor/Counselor, Student Services |

### Standard II.C

| Role      | Name  |
|-----------|---|
| Reviewers | Karen Crowell, Assistant Professor/Counselor, Student Services<br>Kenoalani Dela Cruz, Professor/Counselor, Student Services<br>Eri Hall, Instructional and Student Support Specialist, EDvance |

### Standard III.A

| Role      | Name   |
|-----------|--|
| Reviewers | Shana Kojiro, Human Resources Specialist, Human Resources<br>Kesha Kubo, Information Center Coordinator, Welcome Center<br>Sara Vogel, Title IX Coordinator, Chancellor's Office |



**Standard III.B**

| <b>Role</b> | <b>Name</b>   |
|-------------|---|
| Reviewers   | Rachel Louis, Auxiliary and Facilities Services Officer, Hawai'i CC-Pāalamanui<br>Brenda Watanabe, Assistant Professor, Early Childhood Education |

**Standard III.C**

| <b>Role</b> | <b>Name</b>   |
|-------------|---|
| Reviewers   | Anne Chung, Professor, Business Technology<br>Callie Martin, Private Secretary, Chancellor's Office |

**Standard III.D**

| <b>Role</b> | <b>Name</b>  |
|-------------|--|
| Reviewers   | Susie Dill, Instructor, Accounting<br>Pearla Haalilio, Student Services Specialist, Hawai'iCC-Pāalamanui<br>Kristine Kotecki, Assistant Professor, English<br>Luria Namba, Assistant Professor,Biology |

**Standard IV.A**

| <b>Role</b> | <b>Name</b>  |
|-------------|--|
| Reviewers   | Jason Santos, Database Administrator, Academic Support<br>Sherise Tiogangco, Registrar, Admissions and Records |

**Standard IV.B**

| <b>Role</b> | <b>Name</b>  |
|-------------|--|
| Reviewers   | Susan Kazama, Chancellor<br>Kimberley P. Collins, Vice Chancellor of Academic Affairs<br>Joni Onishi, former Vice Chancellor of Academic Affairs |

**Standard IV.C/IV.D**

| <b>Role</b> | <b>Name</b>  |
|-------------|--|
| Reviewer    | E. Kalani Flores, ALO/Professor, Hawai'i Life Styles |

## **D. Organizational Information**

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### **Organizational Chart**

### **University of Hawai'i Community Colleges Functional Map**

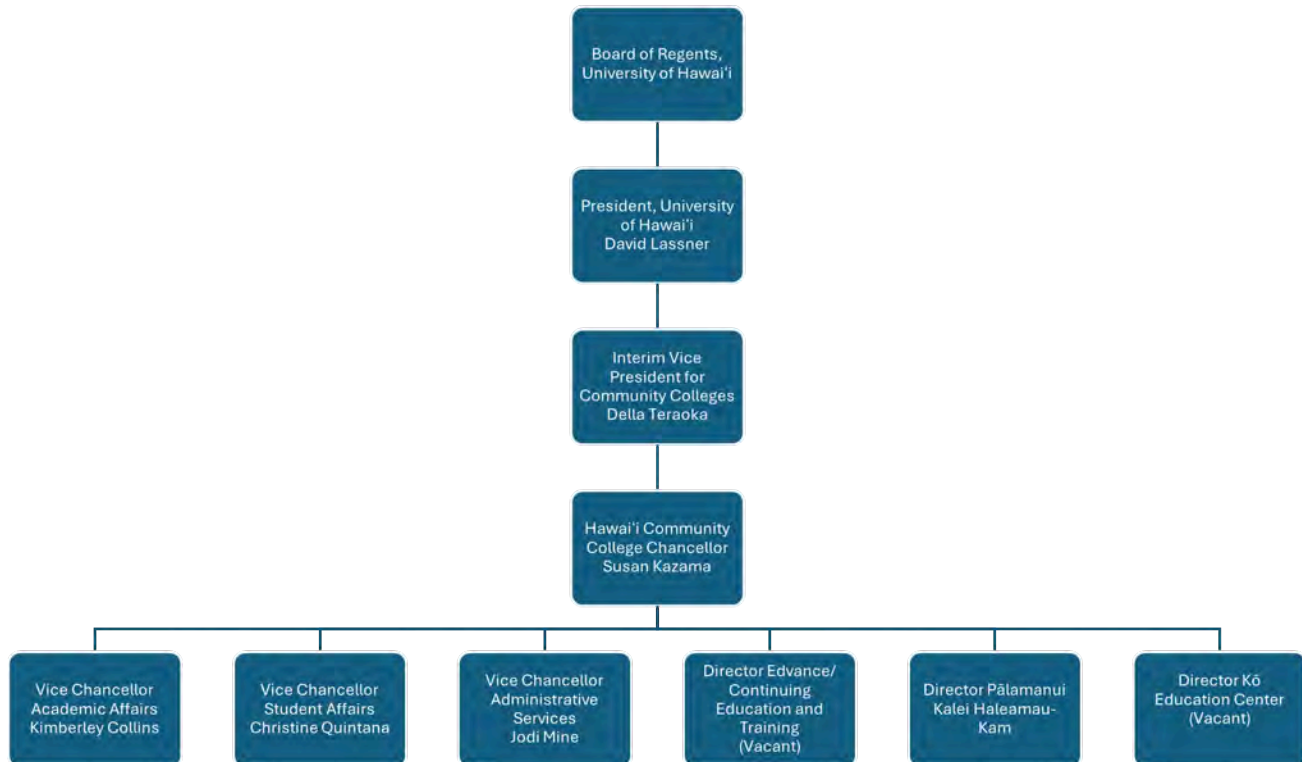


*Hawai'i CC Admin, Faculty and Staff*

## Organizational Chart

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This organizational chart demonstrates the relationship between Hawai'i Community College and the University of Hawai'i (UH) / UH Community College Systems, identifies major functions/divisions/ departments, and lists all individuals holding major positions. In addition, copies of organizational charts for other College positions are provided ([D-01](#)).



## University of Hawai'i Community Colleges Functional Map

The delineation of functions and the differentiation of responsibilities between system and campus level is outlined below in the UHCC System Functional Map that is organized by major accreditation topics. In addition, a detailed functional map by standards is provided ([D-02](#)).

**Table 22- College Functions**

| Accreditation Topic             | UH Community College System/UH System   | College   |
|---------------------------------|---|---|
| I.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. The community colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement. |
| I.B Academic Quality            | The 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.                | The community 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.   |
| I.B Institutional Effectiveness | Both the UH System and UHCC provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC also provides data to the colleges in support of program review and accreditation compliance. | The community colleges use data analytics provided by the UH System and UHCC, along with their own analysis of assessment results, to improve student success. Data is disaggregated to allow analysis of sub-populations.  |
| I.C Institutional Integrity     | The UH System and UHCC publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in the UH System policies or   | The community colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective  |

| Accreditation Topic                        | UH Community College System/UH System   | College  |
|--|---|--|
|  | systemwide collective bargaining agreements.  | students, and the general public.  |
| II.A Instructional Programs                | Policies relating to degrees and certificates are established at the UHCC system level. All degree and certificate programs require Board of Regents approval after review by the college, UHCC, and UH System. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH System and UHCC system level. | The community colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs and assessment, and for ensuring that both programs and courses meet commonly understood higher education standards.        |
| II.B Library and Learning Support Services | The 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 online tutoring, are provided by UH and/or UHCC systems to all students.  | The community colleges establish on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.   |
| II.C Student Support Services              | The UHCC system provides shared services for back office financial aid and admissions services. The UHCC system coordinates other student support services.   | The community 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. UHCC has no athletic programs. |
| III.A Human Resources                      | HR policies and classifications are determined by the UH System and the UHCC and applicable collective bargaining agreements. The UHCC system establishes faculty academic qualifications for both regular and adjunct faculty. The UH System and UHCC act as appeal levels on HR related matters. The UHCC system and  | The community colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based at the campus level. Selected higher level appointments and classifications require system approval.  |

| Accreditation Topic                | UH Community College System/UH System  | College   |
|------------------------------------|--|---|
|                                    | colleges share professional development responsibilities.  |   |
| III.B Physical Resources           | Development of long range physical plans and implementation of capital improvement projects are the responsibility of the UH and UHCC systems.   | The community colleges provide input into plans and priorities for capital projects. The colleges are responsible for regular maintenance of the physical plant at the college.   |
| III.C Technology Resources         | Technology resources including network infrastructure and enterprise software systems are managed by the UH System. The UH System and UHCC plan and coordinate systemwide online learning support and program delivery.  | The community colleges are responsible for on-campus networks, technology resources, and technology support.  |
| III.D Financial Resource Planning  | <p>The 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 request are based on a policy paper derived from the strategic plan and approved by the Board of Regents.</p> <p>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.</p> | The community colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. The community colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges. |
| III.D Financial Resource Stability | The fiscal systems are managed by the UH System. Regular audits are conducted of the UH System, including separate schedules for the UHCC. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. The UH   | The community colleges implement fiscal systems in accord with the UH System fiscal policies. When audits identify weaknesses or needed improvements, the colleges respond with improvement plans that are  |

| Accreditation Topic                             | UH Community College System/UH System   | College   |
|---|---|---|
|   | System centrally manages all extramural funds.  | incorporated into the audit reports.  |
| III.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. The UH System manages all UH debt obligations. | The community colleges monitor loan default rates and implement action plans as appropriate.  |
| III.D Financial Resource Contractual Agreements | The UH System establishes and manages all contracts in accordance with State procurement laws.  | The community colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.  |
| IV.A Decision-making Roles and Responsibilities | The Board of Regents policy establishes a commitment to shared governance. The UH and UHCC systems confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by State statute.                            | The community colleges implement shared governance policies and processes for internal college decision-making.   |
| IV.B Chief Executive Officer                    | The UH System and UHCC delegate to the college CEO authority for college operations within the policy limits of the UH System.  | The community 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 policies. |
| IV.C Governing Board                            | The Board of Regents is established by state 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 bylaws govern                    | The community colleges submit action items to the Board of Regents through the Vice President for Community Colleges (VPCC) and UH System.  |



| Accreditation Topic                        | UH Community College System/UH System  | College   |
|--|--|---|
|  | <p>Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published.</p> <p>The Vice President for Community Colleges (VPCC) acts as the liaison to the Board of Regents for all CC matters, including accreditation.</p>  |   |
| IV.D<br>Multi-College Districts or Systems | <p>The Board of Regents appoints the UH System president who is responsible for the entire 10 campus system of higher education in Hawai'i. The UH President appoints the VPCC who is responsible for the 7 campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>The UH System is responsible for UH executive policies, UH System planning and coordination, and for selected systemwide support services such as financial services and facilities planning. The UHCC system is responsible for CC wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected CC system services.</p> | The community colleges operate within the policy and planning framework established by the UH and UHCC systems. |

### Evidence List

- [D-01](#) Organizational Chart  
[D-02](#) Functional Map

## **E. Certification of Continued Compliance with Eligibility Requirements**

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**Authority**

**Operational Status**

**Degrees**

**Chief Executive Officer**

**Financial Accountability**



*Hawai'i CC Graduates from the Pālanui Campus*

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 are discussed in the appropriate sections of the Standards.

### **Eligibility Requirement 1: Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Hawai'i CC is a post-secondary educational institution of the University of Hawai'i Community Colleges (UHCC) operating under the authority of the Hawai'i State, UH System, and the UH Board of Regents (BOR) to award academic degrees and certificates (E-1). 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 (E-2). The College is accredited by the ACCJC and also has additional accreditation, certification, or approval for the following programs through their respective agencies: Culinary Arts, Nursing, and Children's Center ([A-02](#)).

### **Eligibility Requirement 2: Operational Status**

*The institution is operational with students actively pursuing its degree programs.*

Hawai'i CC has been fully operational for over 80 years since 1941, presently 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. The College had an unduplicated headcount enrollment in degree applicable credit courses of 2,963 and awarded 423 degrees and certificates in fiscal year 2023. A current schedule of classes and programs can be found on the College website ([E-01](#)).

### **Eligibility Requirement 3: Degrees**

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

Hawai'i CC provides a substantial portion of the institution's educational offerings through 27 academic programs offering 31 degrees, 43 career and technical education certificates, and four academic subject certificates with a significant proportion of its students enrolled in them. All academic degrees require at least 60 credits, two years of full-time coursework that include a general education component. For fall 2023, 65 percent of the enrollment were students in programs that lead to degrees and certificates (see Table 2). Also, the College offers students additional degrees and certificates with partnerships with other UH colleges through the University Center, West Hawai'i hosted at its Pālanui campus ([E-02](#)). In addition to the wide range of certificate and degree offerings, the College offers a variety of non-credit programs and courses through EDvance ([E-03](#)). Degree and course information is available on the College website ([E-04](#)) and in the catalog ([E-05](#)).

## Eligibility Requirement 4: Chief Executive Officer

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

Hawai'i CC's chancellor, who is the chief executive officer, is appointed by the UH BOR. Rachel Solemsaas was appointed by the BOR and served as chancellor from July 2016 to June 2023. Susan Kazama was appointed as interim chancellor in July 2023 and is presently serving as permanent chancellor effective July 2024. ([E-06](#)). The chancellor's full-time responsibility is to the College with the authority to administer BOR policies in areas of planning, managing resources, and ensuring the institution's implementation of statutes, regulations, and policies. Furthermore, the chancellor 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. Neither the UH president nor any chancellor within the UH System may serve on the BOR. The College has promptly notified the ACCJC when chancellor appointments have been made by the BOR.

## Eligibility Requirement 5: Financial Accountability

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

Hawai'i CC annually undertakes an external financial audit performed by an independent certified public accountant in accordance with principles set by the Government Accounting Standard Board based upon established standards for external financial reporting for public colleges and universities. Audits are reviewed by the BOR. Required federal audits are conducted and are available online at the UH Budget and Finance webpage ([E-07](#)). Periodic audits and reviews are done by the UH Office of Internal Audit. The College reviews its student financial aid obligation through the U.S. Department of Education financial aid A-133 audits.

### Evidence List

|                      |   |
|----------------------|---|
| <a href="#">A-02</a> | Accreditation Webpage                                     |
| <a href="#">E-01</a> | Fall 2024 Schedule of Classes Webpage                     |
| <a href="#">E-02</a> | University Center, West Hawai'i Webpage                   |
| <a href="#">E-03</a> | EDvance Webpage   |
| <a href="#">E-04</a> | Hawai'i CC Main Webpage                                   |
| <a href="#">E-05</a> | College Catalog, Curricula and Programs / Course Listings |
| <a href="#">E-06</a> | Office of the Chancellor Webpage                          |
| <a href="#">E-07</a> | UH Budget and Finance Webpage                             |

Eligibility Requirements 6 through 21 are addressed in the responses to the following Accreditation Standards:

**Table 23- Eligibility Requirements and Standards**

| <b>Eligibility Requirement (ER)</b>                          | <b>Accreditation Standards</b> |
|--|--------------------------------|
| ER 6 Mission   | I.A.1, I.A.4                   |
| ER 7 Governing Board   | IV.C.1, IV.C.4, IV.C.11        |
| ER 8 Administrative Capacity                                 | III.A.9, III.A.10              |
| ER 9 Educational Programs                                    | II.A.1, II.A.6                 |
| ER 10 Academic Credit  | II.A.9, II.A.10                |
| ER 11 Student Learning and Achievement                       | I.B.2, I.B.3, II.A.1           |
| ER 12 General Education                                      | II.A.5, II.A.12                |
| ER 13 Academic Freedom                                       | I.C.7                          |
| ER 14 Faculty  | III.A.2, III.A.7               |
| ER 15 Student Support Services                               | II.C.1, II.C.3                 |
| ER 16 Admissions   | II.C.6                         |
| ER 17 Information and Learning Support Services              | II.B.1, II.B.4                 |
| ER 18 Financial Resources                                    | III.D.1                        |
| ER 19 Institutional Planning and Evaluation                  | I.B.9, I.C.3                   |
| ER 20 Integrity in Communication with the Public             | I.C.2                          |
| ER 21 Integrity in Relations with the Accrediting Commission | I.C.12, I.C.13                 |



## **F. Certification of Continued Institutional Compliance with Commission Policies**

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Hawai'i Community College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

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

### **Standards and Performance with Respect to Student Achievement**

### **Credits, Program Length, and Tuition**

### **Transfer Policies**

### **Distance Education and Correspondence Education**

### **Student Complaints**

### **Institutional Disclosure and Advertising and Recruitment Materials**

### **Title IV Compliance**



Hawai'i CC Agriculture Program

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

*Regulation citation: 602.23(b).*

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

Hawai'i CC has fulfilled its institutional responsibility to solicit third party comments on its ISER. The College has an online link on its Accreditation webpage to the Third Party Comment Form ([F-01](#)). In fall 2023, the College solicited feedback on sections of the draft ISER, which was made available online to the college wide community. The College governing bodies and student government were kept informed of the ISER process and were solicited for feedback. In spring 2024, the College posted online its ISER final draft for review by the campus community and public. The ISER final was posted online once again in fall 2024 for further review and input. Hawai'i CC will continue to keep the entire college and public informed of the ISER process including the peer review team visit and the notification for interested parties to provide third party comments. (See Standard I.C.12)

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

Hawai'i CC has not received any notification of third party comments.

*The institution demonstrates compliance with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third party comment.*

Hawai'i CC is in compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment. (See Standard I.C.12)

## **Standards and Performance with Respect to Student Achievement**

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

*The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.*

Hawai'i CC has clearly defined elements of student achievement performance along with the stipulated measures of performance for all instructional programs as stipulated by UH Community Colleges Policy (UHCCP) 4.203, Institution-Set Standards (ISS), [B-01](#)). Eight standards, appropriate to the College's mission, are identified with minimum value (floor) and target (aspirational) levels of achievement including the element of course completion. (See Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institutional-set Standards)



*The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

The eight standards of UHCCP 4.203 also includes job placement and licensure examination passage rates. (See Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institutional-set Standards)

*The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

Hawai'i CC, guided by institution-set standards established by UHCCP 4.203, assesses how well it is achieving those standards for student achievement in pursuit of continuous quality improvement ([B-01](#)). Additionally, the College publishes student achievement metric performance as it relates to institution-set standards on its public Ha'alele (Fact Book) webpage ([F-02](#)) and within the Annual Reports to the ACCJC which are posted on its "Accreditation" webpage ([A-02](#)). (See Standards I.B.3 and I.B.9)

*The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

Hawai'i CC ensures the analysis of its institution-set standards using an outcomes based approach designed to support student learning and achievement. Feedback of assessments inform administrative decisions regarding campus priorities and initiative development in support of student learning and achievement. (See Standard I.B.4)

### **Credits, Program Length, and Tuition**

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

*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 policies UHCCP 5.228, Credit Hour ([F-03](#)), and UH Executive Policy (EP) 5.228, Credit Hour ([F-04](#)), which provide 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. In addition, UHCCP 5.203, Program Credentials: Degrees and Certificates ([F-05](#)), establishes the minimum number of credit hours for each of the College's certificates and degrees. (See Standards II.A.5 and II.A.9)

*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).*

Hawai'i CC's 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 ([F-06](#)). Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. (See Standards II.A.5 and II.A.9)

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

Hawai'i CC's programs, degrees, and tuition have been approved by the UH Board of Regents (BOR) and are comparable to those at other community colleges across the UHCC System (pp. 60-104, [F-07](#)). Tuition, based upon the number of semester hours for residents and nonresidents, is consistent for degree programs across all community colleges as outlined in BOR Policy (RP) 6.202, Tuition ([F-08](#)), and in EP 6.202, Tuition-Setting Procedures ([F-09](#)). (See Standards I.C.2 and I.C.6)

*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. (See Standard II.A.9)

*The institution demonstrates compliance with the Commission Policy on Credit Hour, Clock Hour, and Academic Year.*

Hawai'i CC is in compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

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

Hawai'i CC informs students and the public of current transfer policies and procedures on transferring from within and from outside the UH System through its catalog (pp. 22-23, 40-41, [F-10](#)) and website ([B-02](#)) as well as through advising. In addition, the UH

systemwide Course Transfer Database contains a searchable database of course equivalencies/ evaluations for UH campuses as well as for other colleges and universities ([F-11](#)). (See Standard II.A.10)

*Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits.*

Hawai'i CC adheres to policies RP 5.214, Student and Credit Transfer within the University ([F-12](#)), EP 5.209, UH System Student Transfer and Inter-Campus Articulation ([F-13](#)), Hawai'i CC Policy (HAW) 7.208, Transfer Credit Evaluation Policy ([F-14](#)), and HAW 7.209, Transferring Credits from External Institutions ([F-15](#)), 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. (See Standard II.A.10)

*Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.*

Hawai'i CC informs students and the public of transfer policies and institutions with which it has established articulation agreements through its catalog (pp. 22-23, 40-41, [F-10](#)) and website ([B-02](#)) as well as through advising. (See Standard II.A.10)

*Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.*

Hawai'i CC's policies, as previously referenced, articulate criteria used to evaluate and award credit for prior learning experience. (See Standards II.A.9 and II.A.10)

*The institution complies with the Commission Policy on Transfer of Credit.*

Hawai'i CC is in compliance with the Commission *Policy on Transfer of Credit*.

### **Distance Education and Correspondence Education**

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

*The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission Policy on Distance Education and Correspondence Education.*

Hawai'i CC defines its distance education (DE) courses in alignment with the U.S. Department of Education (ED) definition and policy RP 5.210, Distance Education and Offsite Instruction ([F-16](#)), and identifies the types of DE courses available to students in its catalog (pp. 12-13, [F-17](#)) and on its website ([F-18](#)). The College does not offer correspondence education courses.

For DE 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 DE courses at Hawai'i CC to ensure regular and substantive interaction between students and the instructor. In addition, ITSO has created a course design template to assist faculty in developing online courses that address key elements of an effective online class that incorporates several methods outlined in this Commission Policy. All instructors teaching synchronous and asynchronous courses are required to obtain certain levels of the badging program to ensure competency in delivering these modes of instruction. (See Standards II.A.2, II.A.7, II.A.16, and III.A.14)

*The institution ensures, through the methods outlined in the Commission Policy on Distance Education and Correspondence Education, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.*

Hawai'i CC's Policy (HAW) 5.251, Course Outline of Record ([F-19](#)), requires that all courses, regardless of modality, contain the common course elements to ensure compliance with this Commission Policy. In addition, courses and instruction are evaluated through peer and student evaluations, regular course review, and learning outcomes assessment to corroborate regular interaction between students and instructors ([F-20](#)). Furthermore, 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 ED definition of distance education ([F-21](#)). (See Standards II.A.2, II.A.7, II.A.16, and III.A.14)

*The institution demonstrates comparable learning support services and student support services for distance education students.*

Hawai'i CC provides library and learning support services for both DE and on-campus student needs. Likewise, the College offers student support services regardless of location or course delivery mode. (See Standards II.B.1 and II.C.1)

*The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.*

Hawai'i CC ensures student authentication through the learning management system, Lulima, which requires a secure login for both students and instructors using their UH username and password ([F-22](#)). (See Standards I.C.8, III.C.3, and III.C.5)

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

Hawai'i CC is guided by EP 5.204, , Distance and Online Learning ([F-23](#)), to ensure sufficient technology infrastructure. The UH System manages the 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 UH's networks and key business systems.

At the campus level, DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing equipment. Computer Services ([F-24](#)) and Media Services ([F-25](#)) provide support for DE technology, along with academic and administrative computing support, communications technology, and maintenance of faculty, staff, and administrator computers. (See Standards III.C.1 and III.C.2)

*The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*

Hawai'i CC is in compliance with the Commission *Policy on Distance Education and Correspondence Education*.

### **Student Complaints**

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

*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.*

Hawai'i CC has clear policies and procedures for handling student complaints on its website ([F-26](#)) and in its catalog ([F-27](#)) as follows:

- Accreditation, p. 7
- Family Educational Rights and Privacy Act (FERPA) Notification, pp. 42-43
- Student Academic Grievance Policy, page 44
- Policy on Nondiscrimination and Affirmative Action, page 44
- Policy on Sexual Harassment and Sexual Assault, page 45.

(See Standards I.C.1 and I.C.2)

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

Hawai'i CC has student complaint files for the previous seven years that are located with the appropriate administrator depending on the nature of the complaint and the

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| <p>administrative level of conclusion; these files are available for the team to review.</p>   |
| <p><i>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</i></p> <p>Hawai'i CC has not received any student complaints regarding noncompliance with Accreditation Standards. The College will address any issues that the peer review team may have about student complaints.</p>  |
| <p><i>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.</i></p> <p>Hawai'i CC 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 (<a href="#">A-02</a>). (See Standards I.C.1 and I.C.2)</p>  |
| <p><i>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i></p> <p>Hawai'i CC is in compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>.</p>   |
| <p><b>Institutional Disclosure and Advertising and Recruitment Materials</b><br/> Regulation citations: 602.16(a)(1))(vii); 668.6.</p>   |
| <p><i>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</i></p> <p>Hawai'i CC consistently represents itself in an accurate, timely, and appropriate manner with detailed information about its programs, locations, and policies in its catalog (<a href="#">E-27</a>), website (<a href="#">E-28</a>), publications, and advertising. (See Standard I.C.2)</p>   |
| <p><i>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, and Policy on Representation of Accredited Status.</i></p> <p>Hawai'i CC is in compliance with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i>, and <i>Policy on Representation of Accredited Status</i>.</p> <p>The College's 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,</p> |



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. Recruiters for international students must submit an application, provide three references, and agree to the National Association of Foreign Student Advisors' (NAFSA) Statement of Ethical Principles ([F-29](#)). 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. (See Standards I.C.1 and I.C.2)

*The institution provides required information concerning its accredited status.*

Hawai'i CC exhibits an accurate representation of its accredited status as noted in the following statement that is printed in its catalog (p. 7, [A-03](#)) and posted on its website ([A-02](#)):

Hawai'i Community College is accredited by the Accrediting Commission for Community and Junior Colleges, 428 J Street, Suite 400, Sacramento, CA 95814, phone: (415) 506-0234, email: [accjc@accjc.org](mailto:accjc@accjc.org), 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](http://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 Education Foundation Accrediting Commission (ACFEFAC)
- 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).

(See Standards I.C.1 and I.C.2)

#### **Title IV Compliance**

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

*The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED).*

Hawai'i CC's evidence of compliance with the Title IV Program is posted on the UH System Budget and Finance webpage ([E-07](#)). (See Standards III.D.10 and III.D.15)



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

Hawai'i CC undergoes annual Single Audits, whereby compliance issues are identified and resolved. Hawai'i CC's audit findings, explanations, and resolutions for each year are available in the Single Audit reports, available online on the UH System Budget and Finance webpage ([E-07](#)). (See Standards III.D.10 and III.D.15)

*If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts are undertaken when default rates near or meet a level outside the acceptable range.*

Hawai'i CC's cohort default rate (CDR) for the latest cohort (2020) is 0 percent, which is due in part to the COVID-19 pandemic repayment pause, and is expected to increase as students begin re-entering repayment. Nevertheless, Hawai'i CC's CDR remains below the 30 percent threshold that would require the creation of a student loan default prevention plan, and since fall 2023, UHCC has been supporting campuses by negotiating a new default management system. Previously, the campus worked with Inceptia for default management services. Additional information related to default management is available on the Financial Aid Policies webpage ([F-30](#)), including the latest CDR and borrower percentage metrics. (See Standard III.D.15)

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

Hawai'i CC's contractual agreements both with internal and external entities to offer or receive educational, library, and support services meet the Accreditation Standards. None of these contractual agreements required substantive change approvals. (See Standard III.D.16)

*The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

Hawai'i CC is in compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

## Evidence List

|                             |  |
|-----------------------------|--|
| <a href="#"><u>F-01</u></a> | Accreditation Webpage - Third Party Comment Form                   |
| <a href="#"><u>B-01</u></a> | UHCCP 4.203, Institution-Set Standards                             |
| <a href="#"><u>F-02</u></a> | Ha'alele (Fact Book) Webpage                                       |
| <a href="#"><u>A-02</u></a> | Accreditation Webpage  |
| <a href="#"><u>F-03</u></a> | UHCCP 5.228, Credit Hour   |
| <a href="#"><u>F-04</u></a> | EP 5.228, Credit Hour  |
| <a href="#"><u>F-05</u></a> | UHCCP 5.203, Program Credentials: Degrees and Certificates         |
| <a href="#"><u>F-06</u></a> | HAW 5.254, Curriculum Review Process                               |
| <a href="#"><u>F-07</u></a> | College Catalog, Curricula and Programs                            |
| <a href="#"><u>F-08</u></a> | RP 6.202, Tuition  |
| <a href="#"><u>F-09</u></a> | EP 6.202, Tuition-Setting Procedures                               |
| <a href="#"><u>B-02</u></a> | Transfer Pathways Webpage  |
| <a href="#"><u>F-10</u></a> | College Catalog, Policies  |
| <a href="#"><u>F-11</u></a> | UH Course Transfer Database  |
| <a href="#"><u>F-12</u></a> | RP 5.214, Student and Credit Transfer within the University        |
| <a href="#"><u>F-13</u></a> | EP 5.209, UH System Student Transfer and Inter-Campus Articulation |
| <a href="#"><u>F-14</u></a> | HAW 7.208, Transfer Credit Evaluation Policy                       |
| <a href="#"><u>F-15</u></a> | HAW 7.209, Transferring Credits from External Institutions         |
| <a href="#"><u>F-16</u></a> | RP 5.210, Distance Education and Offsite Instruction               |
| <a href="#"><u>F-17</u></a> | College Catalog, DE Courses  |
| <a href="#"><u>F-18</u></a> | What is DE? Webpage  |
| <a href="#"><u>F-19</u></a> | HAW 5.251, Course Outline of Record                                |
| <a href="#"><u>F-20</u></a> | HAW 5.250, Course Review Policy and Procedures                     |
| <a href="#"><u>F-21</u></a> | Online Course Compliance Certification Form                        |
| <a href="#"><u>F-22</u></a> | Student Identity Verification Webpage                              |
| <a href="#"><u>F-23</u></a> | EP 5.204, Distance and Online Learning                             |
| <a href="#"><u>F-24</u></a> | Computer Services Webpage  |
| <a href="#"><u>F-25</u></a> | Media Services Webpage   |
| <a href="#"><u>F-26</u></a> | Student Right to Know/Consumer Information Webpage                 |
| <a href="#"><u>F-27</u></a> | College Catalog  |
| <a href="#"><u>F-28</u></a> | Hawai'i CC Website   |
| <a href="#"><u>F-29</u></a> | NAFSA's Statement of Ethical Principles                            |
| <a href="#"><u>A-03</u></a> | College Catalog, Accreditation                                     |
| <a href="#"><u>E-07</u></a> | UH Budget and Finance Webpage                                      |
| <a href="#"><u>F-30</u></a> | Financial Aid Policies Webpage                                     |

## G. Institutional Analysis

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

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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.B. Assuring Academic Quality and Institutional Effectiveness

#### I.C. Institutional Integrity



*Hawai'i CC STEM Program*

## I.A Mission

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**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 CC's mission and vision statements appear in both Hawaiian and English in the College Catalog ([IA1-01](#)) and on its website ([A-01](#)). The mission statement is as follows:

*No ka ho'opi'i 'ana i ka ho'ona'auao 'ia 'ana a kau i ka puaaneane, na ke Kulanui Kaiaulu 'o Hawai'ie 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'ia pau a na mākou nō e lawelawe i ko Hawai'inui kuauli.*

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.

Hawai'i CC emphasizes its commitment to support the success of lifelong learners in the Hawaiian concept of Kauhale which refers to collaborating and working together as a 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.

The 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. Hawai'i CC's mission is also aligned with the University of Hawai'i (UH) and University of Hawai'i Community Colleges (UHCC) mission statements ([IA1-02](#), [1A1-03](#)).

Hawai'i CC emphasizes its primary student population 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, linguistic and cultural backgrounds. Nearly 90 percent of Hawai'i CC's students reside on Hawai'i Island. The College employs multiple instructional delivery modes to host students from other campuses in the University of Hawai'i (UH) System and from across the state and worldwide at its University Center at West Hawai'i (UCWH) located at the Pālanui campus ([F-02](#)).

Hawai'i CC supports students' pursuit of academic achievement and workforce readiness by offering 31 academic degrees, 44 career and technical education certificates, and four academic subject certificates ([IA1-04](#)).

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 Institutional Learning Outcomes (ILOs) ([IA1-01](#)), and 2) embracing institution-set standards focused on achievement of academic and workforce goals. The College Kauahale supports the overall success of learners through cross-campus dialogue, collaboration, planning, innovation, and assessment.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College'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.

### **Evidence List**

|                        |                                     |
|------------------------|-------------------------------------|
| <a href="#">IA1-01</a> | Hawai'i CC Mission, Vision, & ILOs  |
| <a href="#">A-01</a>   | About Hawai'i CC Webpage            |
| <a href="#">F-02</a>   | Ha'alele (Fact Book) Webpage        |
| <a href="#">IA1-02</a> | UH Mission                          |
| <a href="#">IA1-03</a> | UHCC Mission                        |
| <a href="#">IA1-04</a> | 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**

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 that are aligned with the UH and UHCC missions.

The Office of the Vice President for Community Colleges (OVPCC) for the UH System shares system and campus data and analyses via presentations ([A-18](#)) with the entire College and public. These presentations also provide a snapshot of how the UH System and College have fared in meeting the educational needs of students as demonstrated through institution-set standards ([B-01](#)), imperatives, and highlights. In addition, the OVPCC provides public access on their website to resources and dashboards of data pertaining to students' educational needs ([IA2-01](#)).

Another source of data provided by the UH Institutional Research & Analysis Office (IRAO) is the Annual Report of Program Data (ARPD) ([IA2-02](#)). These data are provided to the College's programs and 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 ([IA2-03](#), example of Liberal Arts 2023 ARPD). The Institutional Research and Analysis Office (IRAO) website ([IA2-04](#)) offers additional data for assessing institutional effectiveness.

Assessment data plays 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 ([IA2-05](#)). 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 and strategic plans ([IA2-06](#)). 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. 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 ([IA2-07](#)).

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 ([B-01](#)). 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 Hawai'i CC Strategic Plan is focused on initiatives and strategies toward these ends ([IA2-08](#)).

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 ([IA2-09](#)). 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 Veterans Administration (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**

Hawai'i CC meets this standard. 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 missions of the College, UHCC, and UH System. The College regularly uses data in evaluation, planning, and resource allocation processes to support meeting students' educational needs.

## Evidence List

|                        |   |
|------------------------|---|
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation                       |
| <a href="#">B-01</a>   | UHCCP 4.203, Institution-Set Standards              |
| <a href="#">IA2-01</a> | UHCC Data Webpage                                   |
| <a href="#">IA2-02</a> | Annual Report of Program Data Webpage               |
| <a href="#">IA2-03</a> | Liberal Arts ARPD                                   |
| <a href="#">IA2-04</a> | UH Institutional Research & Analysis Office Webpage |
| <a href="#">IA2-05</a> | Assessment Webpage                                  |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage                       |
| <a href="#">IA2-07</a> | Program and Unit Review Process                     |
| <a href="#">IA2-08</a> | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan            |
| <a href="#">IA2-09</a> | Academic Logic Database Webpage                     |

**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's plans are aligned with its mission and vision, guided by the UH and UHCC's missions, and also articulate guidance for its programs and services. The Hawai'i CC Strategic Plan ([IA2-08](#)) focuses on initiatives and strategies designed to help the College meet institutional goals with regard to student learning and achievement and mission fulfillment. The College's Institutional Effectiveness Plan ([IA3-01](#)) integrates the alignment, prioritization, decision-making, planning, resource allocation, and goal-setting which sustain and improve its programs and units and also contributes to mission fulfillment.

In addition, Hawai'i CC's programs and units align with the College's mission and ILOs ([IA3-02](#)). 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 plan and mission ([IA2-06](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The College's programs and services align with its mission. Through the assessment and program and unit review process, the College ensures that program and unit priorities and goals support student learning and achievement.

## Evidence List

|                        |  |
|------------------------|--|
| <a href="#">IA3-01</a> | Institutional Effectiveness Plan Webpage |
| <a href="#">IA2-08</a> | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan |
| <a href="#">IA3-02</a> | Institutional Learning Outcomes          |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage            |



**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**

Hawai'i CC publishes its mission and other guiding statements in the annual College Catalog (p. 6, [IA1-01](#)) and on the "About Hawai'i CC" webpage ([A-01](#)), which is readily accessible from the College homepage. Hawai'i CC's mission was approved by the UH Board of Regents (BOR), governing board of the UH System ([IA4-01](#)).

The College Council ([IA4-02](#)), an organization with representation from all major campus constituencies, serves as a forum to facilitate dialogue on college wide issues and has the responsibility for the development, revision, and assessment over all institutional guiding statements (mission, vision, ILOs) as outlined in its charter ([IA4-03](#)). In fall 2023, the College Council reviewed the mission statement and determined no update was necessary at this time ([IA4-04](#)).

**Analysis and Evaluation**

Hawai'i CC meets this standard. The College's mission is widely published and was approved by the governing UH BOR. The College Council periodically reviews the mission statement.

**Evidence List**

|                        |                                    |
|------------------------|------------------------------------|
| <a href="#">IA1-01</a> | Hawai'i CC Mission, Vision, & ILOs |
| <a href="#">A-01</a>   | About Hawai'i CC Webpage           |
| <a href="#">IA4-01</a> | BOR Minutes, March 23, 2017        |
| <a href="#">IA4-02</a> | College Council Blog               |
| <a href="#">IA4-03</a> | Hawai'i CC College Council Charter |
| <a href="#">IA4-04</a> | College Council Minutes            |

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**Conclusions on Standard I.A: Mission**

Hawai'i CC's mission defines the institution's broad educational purposes, the student population it serves, and the types of programs it offers. The mission describes and establishes the College's commitment to student learning and achievement. Hawai'i CC uses data to determine how effectively it accomplishes its mission and whether or not the mission directs priorities in meeting student needs. The College's programs and services align with the mission which in turn informs institutional goals and guides planning and resource allocation. Finally, Hawai'i CC publishes its mission which is board approved and periodically reviewed and updated as necessary.

**Improvement Plan(s)**

none

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

**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 engages faculty and staff with meaningful discussions during divisions/departments, committees, Academic Senate, College Council, 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.

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 as described in Standard I.A. 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 ([IB1-01](#)). As part of the process, programs and units discuss how they support the College's institutional effectiveness and help the College achieve its goals ([IB1-02](#)). Program and unit assessments bring together wider constituencies to address larger academic and service improvement outcomes ([IA2-06](#)).

In addition, the Hawai'i Student Success Institute (HSSI) provides an annual opportunity for systemwide collaboration and discussion about student learning and achievement with colleagues from sister campuses ([IB1-03](#)). Systemwide efforts to ensure student equity and to reduce barriers to student achievement also inform the College's dialog on improvement. The UHCC vice president for community colleges (VPCC) gives biannual presentations to faculty, staff, and administrators at Hawai'i CC to share data trends and initiatives at the UHCC level, encompassing all six community college campuses and Maui College ([A-18](#)).

Discussions about academic quality also occur in instructional division meetings, in which division/department chairs, deans, and the VCAA review policies, procedures, and practices related to instructional programs and requirements, assessment, and initiative/innovation implementation and progress.

The mission, vision, and ILOs guide the College in making decisions on institutional effectiveness, as detailed in Standard I.A.3. The College's Institutional Effectiveness Plan ([IA3-01](#)) outlines a process for comprehensive review. In addition, the college schedules "town hall" meetings to encourage collegial discussion of institutional effectiveness and improvement ([IB1-04](#)).

The College's Institutional Assessment Coordinator ensures sustained, substantive, collegial dialog on institutional effectiveness. The coordinator leads training sessions, 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 through training sessions offered

throughout the year ([IB1-05](#)). Through the Institutional Assessment Office of the Academic Support Unit, the coordinator's specific expertise in assessment practices enhances the level of dialog, ensuring that substantive discussions are taking place ([IB1-06](#)).

The assessment coordinator works with the College's Assessment Committee ([IB1-07](#)), which collaborates with the College Effectiveness Review Committee (CERC) to provide robust evaluations of assessment results used as evidence in program and unit comprehensive reviews ([IB1-08](#)). Evaluation by CERC also promotes College wide discussion of academic quality, improvement, and effectiveness.

With representation from all major campus constituencies, the College Council ([IA4-03](#)) 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 via this form ([IB1-09](#)). The Assessment Committee also reports to the College Council of its activities, accomplishments, action plans, and direction for institutional improvement ([IB1-10](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

|                        |   |
|------------------------|---|
| <a href="#">IB1-01</a> | Course Assessment Cycle                                     |
| <a href="#">IB1-02</a> | Unit Assessment Cycle                                       |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage                               |
| <a href="#">IB1-03</a> | Hawai'i Student Success Institute Webpage                   |
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation                               |
| <a href="#">IA3-01</a> | Institutional Effectiveness Plan Webpage                    |
| <a href="#">IB1-04</a> | Townhall Sessions on QFE - Institutional Effectiveness Plan |
| <a href="#">IB1-05</a> | Program and Unit Review Training Sessions                   |
| <a href="#">IB1-06</a> | Academic Support Unit Webpage                               |
| <a href="#">IB1-07</a> | Assessment Committee Webpage                                |
| <a href="#">IB1-08</a> | College Effectiveness Review Committee Webpage              |
| <a href="#">IA4-03</a> | College Council Charter                                     |
| <a href="#">IB1-09</a> | College Council - Proposed Agenda Item Form                 |
| <a href="#">IB1-10</a> | College Council Meeting Agenda                              |

## **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**

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. Hawai'i CC's ILOs ([IA1-01](#)) represent the College's expectations for degree and certificate recipients, and guide course, program, and unit outcomes. PLOs, CLOs, or UOs are posted on the program/unit pages ([IB2-01](#), Accounting Program example) on the College's website and reported in annual and comprehensive program and unit reviews ([IA2-06](#)), and PLOs are also published in the Curricula and Programs section of the College Catalog ([F-07](#)).

HAW 4.202, Assessment ([IB2-02](#)), establishes the development, revision, and assessment of learning outcomes at the course, program, non-instructional unit, and institutional levels. The Assessment webpage outlines goals, processes, principles, and procedures of outcomes based assessment at the College ([IA2-05](#)). 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. Likewise, the student and learning support services units and the non-credit unit at Hawai'i CC participate in the Unit Assessment Cycle. Unit outcomes are assessed and reported annually. Assessment schedules, annual program and unit reviews with assessment results, resources, current reports, and report archives are available on the College website ([IA2-05](#)) ([IA2-06](#)).

The program and unit review process is the method by which the College incorporates assessment results in planning and improvements 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 five 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**

Hawai'i CC meets this standard. The 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 which drive the implementation of student success initiatives and other instructional innovations.

### **Evidence List**

|                        |   |
|------------------------|---|
| <a href="#">IA1-01</a> | Hawai'i CC Mission, Vision, & ILOs      |
| <a href="#">IB2-01</a> | Accounting Program                      |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage           |
| <a href="#">F-07</a>   | College Catalog, Curricula and Programs |

**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**

Hawai'i CC follows UHCCP 4.203, Institution-Set Standards (ISS), defining the mission-appropriate standards by which all colleges in the UHCC System assess student achievement ([B-01](#)). These standards are discussed in further detail in Section B of this ISER.

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 (OVPC) produces an annual report of achievement results compared to the baseline and target values, including trend analysis. The annual report to ACCJC also includes the achievement results. The VPCC visits each college biannually with one presentation focused on presenting the achievement results. In the VPCC presentations, the college outcomes are shared as well as new strategies and initiatives aimed toward improving student achievement. The performance metrics align with the UH Strategic Plan and outcomes are used to drive student success strategies to improve achievement data ([A-18](#)). At the College level, the achievement results are discussed at division, administrative, and College Council meetings as well as in various committees and meetings discuss results. The VPCC presentations are published on the College website along with Hawai'i CC, UHCC, and UH strategic planning documents ([IB3-01](#)).

The VPCC office also publishes each community college's performance on the standards and other performance data summaries on their website ([IB3-02](#)). ISS achievement data are also accessible online in the College Ha'alele (Fact Book) ([F-02](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. UHCC System establishes mission-appropriate institution-set standards along with baseline and aspirational targets for each college to achieve. UHCC and Hawai'i CC regularly assess these standards and publish this information on their websites.

### **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">B-01</a>   | UHCCP 4.203, Institution-Set Standards   |
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation            |
| <a href="#">IB3-01</a> | Planning Webpage                         |
| <a href="#">IB3-02</a> | UHCC Institutional Effectiveness Webpage |
| <a href="#">F-02</a>   | Ha'alele (Fact Book) Webpage             |

#### **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**

Hawai'i CC, as described in Standard I.B.2, ensures that all academic programs and service units participate in regular assessments using an outcomes based approach designed to support student learning and achievement.

Assessments are conducted for all courses and learning outcomes to drive institutional improvements. These assessments are uploaded into Campus Labs to better track and use data to support student success and to provide longitudinal planning support for programs and units ([IB4-01](#)).

The program and unit review process, 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 ([IB4-02](#)).

The CERC evaluates the comprehensive program and unit reviews containing assessment data and analysis. The CERC then submits recommendations and feedback that inform administrative decisions regarding campus priorities and initiative development in support of student learning and achievement ([IB4-03](#), BTEC).

##### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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.

##### **Evidence List**

- [IB4-01](#) Campus Labs Resources Webpage
- [IB4-02](#) Comprehensive Program/Unit Review Template
- [IB4-03](#) CERC Memo, BTEC

#### **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**

Hawai'i CC's review of programs complies with the requirements detailed in HAW 4.201, Integrated Planning for Institutional Effectiveness ([IB5-01](#)), UHCCP 5.202, Review of Established Programs ([IB5-02](#)), RP 5.201, Instructional Programs - Sections B and E ([IB5-03](#)), and EP 5.202, Review of Established Programs ([IB5-04](#)). The program and unit



review (PUR) process 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 ([IA2-06](#)). Instructional programs and service units participate in both annual reviews and comprehensive reviews every five 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, conform to the same standards and assessment practices ([IB5-05](#)). The process supports programmatic improvement, implementation of modifications, and evaluation of the changes made for continuous quality improvement ([IB5-06](#)).

The PUR process incorporates assessment findings, student outcomes and achievement data, Annual Report of Program Data (ARPD) ([IA2-02](#)), program specific data, and institutional data (see Standard I.A.2), that 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. Comprehensive reviews focus on aligning goals and action plans with the College's mission and strategic plan. 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. To ensure all programs and units are held to the same standards, a template is used to write all reports ([IB4-02](#)).

The CERC evaluates comprehensive reviews using criteria which examine the program/unit's goals and action plans and their alignment and effectiveness in supporting fulfillment of the College's mission and strategic plan ([IB5-07](#)). CERC provides feedback to programs and units with a summary report and recommendations that are also sent to the chancellor for discussion with the administrative team and for consideration in strategic planning and resource allocation decisions ([IB5-08](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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, into its strategic planning, including qualitative and quantitative data in the form of assessment outcomes and achievement results.

## **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">IB5-01</a> | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IB5-02</a> | UHCCP 5.202, Review of Established Programs                    |
| <a href="#">IB5-03</a> | RP 5.201, Instructional Programs                               |
| <a href="#">IB5-04</a> | EP 5.202, Review of Established Programs                       |
| <a href="#">IA2-06</a> | Program & Unit Reviews Webpage                                 |
| <a href="#">IB5-05</a> | Steps in Course Assessment Process                             |
| <a href="#">IB5-06</a> | Assessment Process Webpage                                     |
| <a href="#">IA2-02</a> | Annual Report of Program Data Webpage                          |
| <a href="#">IB4-02</a> | Comprehensive Program/Unit Review Template                     |
| <a href="#">IB5-07</a> | CERC Operating Guidelines                                      |
| <a href="#">IB5-08</a> | CERC Drive   |



**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 and learning outcome results for subpopulations of students. Campus Labs has been used as an assessment management system (AMS) which includes the ability to disaggregate and analyze data ([IB4-01](#)).

Academic program and support services' ARPD ([IB6-01](#), Accounting Program ARPD example) provides disaggregated achievement data by subpopulation, including course delivery mode. Additional disaggregated data are found in Hawai'i CC's Ha'alele (Fact Book), which includes ISS data and information on the institution's students and service area, including degrees and certificates awarded and graduation and persistence rates ([F-02](#)). As described in Standard I.B.3, the VPCC presentations ([A-18](#)) highlight college outcomes as well as new strategies and initiatives aimed toward improving student achievement for subpopulations identified in the standards of UHCCP 4.203 ([B-01](#)).

At the program and unit level, ARPD data are addressed in the PUR process (described in Standard I.B.2), 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. 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 is shared with the College. 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**

Hawai'i CC meets this standard. 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. The AMS allows the College to disaggregate student outcome data. Each department evaluates mitigation strategies and incorporates them into their program and unit reviews.

### **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">IB4-01</a> | Campus Labs Resources Webpage          |
| <a href="#">IB6-01</a> | Accounting ARPD                        |
| <a href="#">F-02</a>   | Ha'alele (Fact Book) Webpage           |
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation          |
| <a href="#">B-01</a>   | UHCCP 4.203, Institution-Set Standards |

**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 on a regular basis per HAW 1.001, Policies and Procedures Manual ([IB7-01](#)).

The College's Academic Senate ([IB7-02](#)), College Council ([IA4-03](#)), and Associated Students of the University of Hawai'i- Hawai'i CC Student Government ([IB7-03](#)) as directed in their charters/constitution, carries out the governance process review. Subcommittees of the Academic Senate, including the 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 ([IB7-04](#)).

The PUR process, described in more detail in Standard I.B.5, evaluates institutional practices within instructional programs, student and learning support services, and resource management on a regular schedule. 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 CERC evaluates the comprehensive reviews to assure the College's effectiveness in academic quality and accomplishment of mission.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The institution regularly evaluates its policies and practices to assure effectiveness in supporting academic quality and mission accomplishment. Regular governance process review, assessment, and the PUR process provide a systematic structure for improvement of institutional practices and processes. A schedule of policy review ensures formalized, consistent evaluation of policies.

### **Evidence List**

|                        |   |
|------------------------|---|
| <a href="#">IB7-01</a> | HAW 1.001, Policies and Procedures Manual       |
| <a href="#">IB7-02</a> | Academic Senate Charter                         |
| <a href="#">IA4-03</a> | College Council Charter                         |
| <a href="#">IB7-03</a> | ASUH-Hawai'i CC Student Government Constitution |
| <a href="#">IB7-04</a> | Academic Senate Approved Minutes                |

**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 broadly communicates the results of all of its assessment and evaluation activities on the College website. Through comprehensive communication, the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Through the PUR process, the College integrates comprehensive program/unit reviews into the assessment of institutional effectiveness. The CERC evaluates the comprehensive reviews and associated action plans and then forwards its recommendations to the College Council and chancellor for consideration in setting both annual and long-term priorities. The process informs outcome-driven innovation and resource allocation and ensures that the College develops action plans based on its strengths and weaknesses. The PURs and CERC summary reports are broadly communicated during College Council meetings and published on the College website ([IA2-06](#), [IB5-08](#)). The College also uses the published VPCC presentations and ISS data to set college priorities ([A-18](#), [B-01](#)).

College wide presentations and division/department/unit meetings further support a shared understanding of the institution's strengths and weaknesses to set the college priorities.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College's assessment and evaluation results are broadly communicated and published on its website. Results are discussed college wide and are the basis for strategic planning.

## Evidence List

|                        |                                       |
|------------------------|---------------------------------------|
| <a href="#">IA2-06</a> | Program & Unit Review Webpage         |
| <a href="#">IB5-08</a> | CERC Drive                            |
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation         |
| <a href="#">B-01</a>   | UHCC 4.203, Institution-Set Standards |

**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 is guided by HAW 4.201, Integrated Planning for Institutional Effectiveness, that 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 ([IB5-01](#)). The College's Institutional Effectiveness Plan, assessment processes, and planning documents are accessible on the College's website ([IA3-01](#), [IB3-01](#)).

Hawai'i CC utilizes PUR and the analysis of ISS and performance indicators results to evaluate programs and services' strengths and areas of need (described further in Standard I.B.7). The CERC evaluates comprehensive reviews for mission, ILO, and strategic plan alignment and effectiveness ([IB5-08](#)). Comprehensive review recommendations, institutional data trends, and UH and UHCC Strategic Plans inform development of the College's long-range goals in its strategic plan. 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 meets this standard. The College 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 posted 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.

### **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">IB5-01</a> | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IA3-01</a> | Institutional Effectiveness Plan Webpage                       |
| <a href="#">IB3-01</a> | Planning Webpage   |
| <a href="#">IB5-08</a> | CERC Drive   |

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### **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

Hawai'i CC ensures academic quality and institutional effectiveness. Program and unit reviews allow for substantive, ongoing dialogue and demonstrates the College's commitment to student achievement, learning outcomes and equity. The College sets standards for student success and achievement incorporating continual analysis and improvement. Hawai'i CC uses assessment and student learning data, along with regular self-evaluation to shape its organization and institutional processes. Through annual program review, the college disaggregates and analyzes data on subpopulations of students to assess accomplishment of its mission, identify and mitigate performance gaps, and determine planning priorities. The college provides various opportunities, such as chancellor office hours for sharing information. The approval of a key planning document, the Strategic Plan, indicates the establishment of appropriate priorities. Continuous, broad-based, systematic evaluation and planning occurs in various places throughout the institution to assure mission accomplishment, improved institutional effectiveness, and academic quality.

### **Improvement Plan(s)**

None

## I.C. Institutional Integrity

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**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

Hawai'i CC assures the clarity, accuracy, and integrity of information about the mission statement, learning outcomes, educational programs, student support services, and accreditation status through its catalog and on its website.

The current mission and vision statements and the institutional learning outcomes are published in both English and Hawaiian in the catalog (p. 6), [IA1-01](#) and on the College website ([A-01](#)). The College Council Charter describes the Council's responsibility for the development, revision, and assessment of all institutional guiding statements of the College ([IA4-03](#)).

Degrees, certificates, and instructional program information is contained in the College Catalog (pp. 60-104, [IA1-04](#), [F-07](#)) and via the "Programs of Study" webpage on the College's website ([IC1-01](#)). In addition, program learning outcomes (PLOs) and course learning outcomes (CLOs) are available at the College's Kuali intranet curriculum website ([IC1-02](#)) and the College's public website via the "Assessment" webpage ([IC1-03](#)). CLOs are also included in all course syllabi and distributed to students at the beginning of the semester. Programs are regularly reviewed in the program and unit review (PUR) process to assess the integrity and currency of instructional offerings ([IA2-06](#)). 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.

Information on student support services is available in the catalog (pp. 14-15 and 38-40, [IC1-04](#)) and on the "Services for Students" and "Services for DE Students" webpages ([IC1-05](#), [IC1-06](#)). Non-instructional faculty, staff and administrators review service and student support unit outcomes on a regular basis as one way to ensure currency and accuracy of the student support services offered at Hawai'i CC.

The College provides accurate information to students and the public about its accreditation status with its accreditors on page 7 of its catalog ([A-03](#)) and on the "Accreditation" webpage ([A-02](#)).

For publication of the above information, the office of the vice chancellor for academic affairs (VCAA) ensures the accuracy and clarity of the academic information printed in the catalog and on the College website. Each year, department/division chairs and administrative staff review the previous year's catalog and update information concerning instructional programs and academic support services. The responsible unit and content contributors review and update the College's mission statement, student support services information, and accreditation status. In addition, all departmental units and instructional

programs update their respective webpages as part of the annual program/unit review process.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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 to ensure accuracy before it is printed in the catalog or posted on the College website.

## Evidence List

|                        |   |
|------------------------|---|
| <a href="#">IA1-01</a> | Hawai'i CC Mission, Vision, & ILOs  |
| <a href="#">A-01</a>   | About Hawai'i CC Webpage  |
| <a href="#">IA4-03</a> | College Council Charter   |
| <a href="#">IA1-04</a> | College Catalog, Hawai'i CC Degrees and Certificates                        |
| <a href="#">F-07</a>   | College Catalog, Curricula and Programs                                     |
| <a href="#">IC1-01</a> | Programs of Study   |
| <a href="#">IC1-02</a> | Curricula Affairs Portal Webpage  |
| <a href="#">IC1-03</a> | Assessment Webpage, PLOs & CLOs   |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage   |
| <a href="#">IC1-04</a> | College Catalog, Academic Support Services/ Counseling and Support Services |
| <a href="#">IC1-05</a> | Services for Students Webpage   |
| <a href="#">IC1-06</a> | Services for DE Students Webpage  |
| <a href="#">A-03</a>   | College Catalog, Accreditation  |
| <a href="#">A-02</a>   | Accreditation Webpage   |

**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

Hawai'i CC's catalog is available each academic year on the College website ([IC2-01](#)) and a pdf copy can be downloaded ([F-27](#)).

As described in Standard I.C.1, responsibility lies with faculty, staff and administrators to ensure 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.

Information required by ACCJC is located on the following pages of the Hawai'i CC 2023-2024 College Catalog:

### 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. 60-157)
- Student Learning Outcomes for Programs and Degrees (pp. 62-104)
- Academic Calendar and Program Length (pp. 2-3)
- Academic Freedom Statement (p. 43)
- Available Student Financial Aid (pp. 54-59)
- Available Learning Resources (p. 13-15)
- Names and Degrees of Administrators and Faculty (pp. 159-165)
- Names of Governing Board Members (p. 166)

#### Requirements

- Admissions (pp. 18-26)
- Student Fees and Other Financial Obligations (pp. 26-29)
- Degrees, Certificates, Graduation and Transfer (Degrees and Certificates: pp. 60-61; Graduation: p. 36; and Transfer: pp. 40-41)
- Major Policies Affecting Students
- Academic Regulations, including Academic Honesty (pp. 44-53)
- Nondiscrimination (p. 44)
- Acceptance of Transfer Credits (p. 22-23)
- Transcripts (p. 37)
- Grievance and Complaint Procedures (p. 44)
- Sexual Harassment (p. 45)
- Refund of Fees (p. 27).

#### Analysis and Evaluation

Hawai'i CC meets this standard. The College publishes the catalog, online and in a print format, each year with information for prospective and current students. The information is reviewed and updated for accuracy and currency prior to publication.

#### Evidence List

[IC2-01](#) About The Catalog  
[F-27](#) College 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

Hawai'i CC, as described in Standard I.B.8, shares extensive documentation of its assessment processes and results on the "Assessment" webpage ([IA2-05](#)). Resources available include explanations and detailed graphics of the College's approach to assessment, schedules, links to the College's report templates and system, assessment reports, and presentations and reports to the College.

Hawai'i CC, as described in Standard I.A.2, shares a variety of student achievement data. The College Ha'alele (Fact Book) includes persistence and graduation rates and other



institution-set standards results ([F-02](#)). The VPCC also provides additional student success data during biannual presentations to the Kauhale ([A-18](#)).

ARPD provided by the UHCC System, along with data analysis contained in instructional program reviews, are also available on their website ([IA2-02](#)). In addition, the College highlights its evaluation of student achievement through the PUR process ([IA2-06](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College communicates academic quality matters and achievement to its constituencies by publishing documentation of learning outcomes assessment and results, and student achievement data and evaluation on the College's website.

### **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">IA2-05</a> | Instructional Program Assessment Reports and Plans |
| <a href="#">F-02</a>   | Ha'alele (Fact Book) Webpage                       |
| <a href="#">A-18</a>   | VPCC Spring 2024 Presentation                      |
| <a href="#">IA2-02</a> | Annual Report of Program Data Webpage              |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage                      |

**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**

Hawai'i CC includes a list of certificates and degrees offered in the catalog (pp. 60-104, [IA1-04](#), [F-07](#)) and on the College website ([IC1-01](#)). 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.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

|                        |  |
|------------------------|--|
| <a href="#">IA1-04</a> | College Catalog, Hawai'i CC Degrees and Certificates |
| <a href="#">F-07</a>   | College Catalog, Curricula and Programs              |
| <a href="#">IC1-01</a> | Programs of Study Webpage                            |

**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

Hawai'i CC, as part of a ten-campus UH System, operates under Board of Regents (BOR) policies ([IC5-01](#)), UH Executive Policies ([IC5-02](#)), UHCC policies ([IC5-03](#)) and Hawai'i CC policies ([IC5-04](#)).

BOR, UH Executive policies, and Administrative procedures are scheduled for review every three years in accordance with EP 2.201, Systemwide Policies and Procedures - Section III C ([IC5-05](#)). Likewise, the College regularly reviews its policies and procedures, with updates made when necessary, to assure alignment between the mission and programs and services. In accordance with HAW 1.001, Policies and Procedures Manual, College policies are reviewed every three years ([IB7-01](#)). Publications are also regularly reviewed for accuracy (see Standard I.C.1).

The Academic Senate, which represents the faculty governance body 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 ([IB7-02](#)). Standing committees of the Academic Senate, which include the Educational Policy and Faculty Policy Committees, regularly review relevant policies..

In addition to policy review, institutional procedures are reviewed in the PUR process, in which programs and units conduct assessment to determine effectiveness, adjust practices, and create action plans to implement improvements ([IA2-07](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The UH System and College regularly reviews policies and procedures to ensure currency and effectiveness of programs and services in their support of mission fulfillment. Faculty, staff, and administrators regularly review the publications to ensure accuracy of information.

## Evidence List

|                        |  |
|------------------------|--|
| <a href="#">IC5-01</a> | BOR Policies                                 |
| <a href="#">IC5-02</a> | UH Executive Policies                        |
| <a href="#">IC5-03</a> | UHCC Policies                                |
| <a href="#">IC5-04</a> | Hawai'i CC Policies                          |
| <a href="#">IC5-05</a> | EP 2.201, Systemwide Policies and Procedures |
| <a href="#">IB7-01</a> | HAW 1.001, Policies and Procedures Manual    |
| <a href="#">IB7-02</a> | Academic Senate Charter                      |
| <a href="#">IA2-07</a> | Program and Unit Review Webpage              |

**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 in the catalog (p. 26, [IC6-01](#)) and on the College website ([IC6-02](#)). Costs of new and used textbooks are available on the UH at Hilo Bookstore webpage ([IC6-03](#)). Courses designated as "Textbook Cost Zero" are identified in

the online Class Availability listing ([IC6-04](#)), the STAR registration portal, and the UH Hilo Bookstore. CTE programs' webpages also include a link to "Cost of Attendance" with information about the estimated cost of books, tools, and other materials ([IC6-05](#)).

### Analysis and Evaluation

Hawai'i CC meets this standard. The cost of education, including tuition, fees, textbooks, and other required expenses, is readily available to current and prospective students.

### Evidence List

- [IC6-01](#) College Catalog, Tuition and Fees
- [IC6-02](#) Tuition and Fees Webpage
- [IC6-03](#) UH Hilo Bookstore Webpage
- [IC6-04](#) Class Availability Webpage
- [IC6-05](#) Cost of Attendance, Carpentry Program

**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

Hawai'i CC clearly articulates and publishes its statement of Academic Freedom on its website ([IC7-01](#)). 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."

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 College Catalog (p. 43, [IC7-02](#)).

HAW 5.101, Student Academic Grievance policy ([IC7-03](#)), defines the right to academic freedom and protects freedom of expression for students and is posted on the College website. In addition, UHCCP 5.211, Statement on Professional Ethics (Faculty) ([IC7-04](#)), also reaffirms the commitment to academic freedom for faculty members and students.

### Analysis and Evaluation

Hawai'i CC meets this standard. The College publishes statements on academic freedom for the entire Kauhale. This academic freedom is accompanied by the responsibility to not interfere with the freedom of others to teach and/or learn whether in person or online.

### Evidence List

- [IC7-01](#) Academic Freedom Webpage
- [IC7-02](#) College Catalog, Academic Freedom
- [IC7-03](#) HAW 5.101, Student Academic Grievance
- [IC7-04](#) UHCCP 5.211, Statement on Professional Ethics (Faculty)

**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**

Hawai'i CC publishes policies and procedures concerning honesty, responsibility, and academic integrity for the UH community. 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 ([IC8-01](#)). EP 7.208 replaced the College's HAW 7.101, Student Conduct Code, and this information is available on the College website ([IC8-02](#)). Excerpts of that code can also be found in its catalog (pp. 45-53, [IC8-03](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. Policies and procedures that promote academic honesty, responsibility, and integrity for students are referenced in the catalog and on the College's website. There are procedures and appropriate sanctions for student misbehavior.

### **Evidence List**

- [IC8-01](#) EP 7.208, System Student Conduct Code
- [IC8-02](#) Student Conduct Code Webpage
- [IC8-03](#) College Catalog, Student Conduct Code

**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**

Hawai'i CC provides guidance for faculty to distinguish between personal conviction and professionally accepted views while upholding academic freedom ([IC7-01](#)) and professional ethics as defined in UHCCP 5.211, Statement on Professional Ethics ([IC7-04](#)).

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 and syllabus guidelines are available on the College's "Teaching Resources" webpage, ([IC9-01](#)). Evaluations of faculty members applying for contract renewal, tenure and/or promotion may 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 members and students. In the case of lecturers, they are evaluated and 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 as outlined in HAW 5.101, Student Academic Grievance Policy ([IC7-03](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College has policies in place that encourage faculty to perform their duties in a professional manner, separating personal conviction from professionally accepted views.

### **Evidence List**

- [IC7-01](#) Academic Freedom Webpage
- [IC7-04](#) UHCCP 5.211, Statement on Professional Ethics
- [IC9-01](#) Resources for Faculty & Staff Webpage, Teaching Resources
- [IC7-03](#) 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**

Hawai'i CC is part of the UH System which does not follow codes that seek to instill specific beliefs or worldviews, but does follow general codes of conduct required by accreditation.

### **Analysis and Evaluation**

*This standard does not apply to Hawai'i CC.*

**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.**

### **Evidence of Meeting the Standard**

Hawai'i CC does not operate in foreign locations.

### **Analysis and Evaluation**

*This standard does not apply to Hawai'i CC.*

**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

Hawai'i CC complies with 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 2019 seven-year ACCJC Certificate of Accreditation ([IC12-01](#)).

Further evidence is available in the ISER, midterm report, follow-up reports, action letters, and communication with ACCJC on the Accreditation webpage of the College website ([A-02](#)). This includes evidence prior to 2019, which can be found in the "Archives" section.

The College continues to comply with all requirements, standards, and policies of this standard as noted in its current accreditation cycle.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College is in compliance with all Eligibility Requirements, Accreditation Standards, and ACCJC policies and requirements.

## Evidence List

[IC12-01](#) ACCJC Certificate of Accreditation  
[A-02](#) Accreditation Webpage

**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

Hawai'i CC demonstrates honesty and integrity in its relationships with external agencies by publishing its communication with external agencies, such as ACCJC, on its "Accreditation" webpage ([A-02](#)). The College's status and ACCJC Certificate of Accreditation is posted on its website ([IC12-01](#)). In addition, the following have additional accreditation, certification, or approval through their respective agencies: Culinary Arts Program, Nursing Program, and Hawai'i CC Children's Center. Statements of their accreditation/approval status are also published on the Accreditation webpage ([IC13-01](#)) as well as on the program webpages ([IC13-02](#), [IC13-03](#))([IC13-04](#)).

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

## Analysis and Evaluation

Hawai'i CC meets this standard. The College provides evidence of compliance with ACCJC requirements on its website. In addition, specific programs within the College provide evidence of complying with their respective accrediting agencies.

## Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">A-02</a>    | Accreditation Webpage                              |
| <a href="#">IC12-01</a> | ACCJC Certificate of Accreditation                 |
| <a href="#">IC13-01</a> | Accreditation Webpage Showing Other Accreditations |
| <a href="#">IC13-02</a> | CULN - Program Webpage                             |
| <a href="#">IC13-03</a> | NURS - Program Webpage                             |
| <a href="#">IC13-04</a> | ECED - Program Webpage                             |

**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 ILOs ([IA1-01](#)) as well as in its strategic plan ([IA2-08](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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 plan. The College does not generate financial return for investors, contribute to a related or parent organization, or support external interests.

### **List of Evidence**

|                        |  |
|------------------------|--|
| <a href="#">IA1-01</a> | Hawai'i CC Mission, Vision, & ILOs       |
| <a href="#">IA2-08</a> | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan |

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### **Conclusions on Standard I.C: Institutional Integrity**

Hawai'i CC demonstrates integrity in all policies, actions, and communication. The College communicates its decision-making processes and policies to the campus community and regularly reviews them for accuracy and currency. All strategic plans, decisions, and processes - including resource allocation - are designed to meet planning goals and to accomplish its mission. Hawai'i CC ensures the truthfulness of the information it provides through systematic review of public information for clarity, accuracy and integrity. Hawai'i CC's mission and vision are available on its website and in its documents. The college makes information including total cost of attendance, student learning outcomes, evidence of student achievement, as well as institutional and programmatic accreditation status and standards available on its website and publications.



Hawai'i CC administrators, faculty, and staff perform their duties honestly, ethically, and fairly. The College and the UHCC System use and publish statements governing policies on academic integrity, academic freedom and responsibility. The institutional commitment to these standards is tied to clear policies and procedures that are governed by professional norms and regularly reviewed for currency and efficacy. Moreover, these policies and procedures are supported by dialogue among faculty across the campuses, creating both an awareness and a productive framework for student interaction.

**Improvement Plan(s)**

none

## Standard II: Student Learning Programs and Support Services

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Hawai'i CC 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.B. Library and Learning Support Services

### II.C. Student Support Services



*Hawai'i CC - Pāalamanui Scholarship Event*

## II.A. Instructional Programs

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**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

Hawai'i CC's instructional programs ([F-07](#)) offer fields of study consistent with the institution's mission ([IA1-01](#)), 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, certificates, and credentials offered by the College's academic programs and Career and Technical Education (CTE) programs ([IA1-04](#)). All credit courses and programs offered at all sites, including area high schools as part of the Early College Program, are appropriate to higher education, regardless of the delivery method. All programs are reviewed and approved at various levels including faculty, administration, and UH Board of Regents (BOR) to ensure that they align with the mission and comply with generally accepted practices in degree granting institutions of higher learning.

At the faculty level, the Curriculum Review Committee (CRC) of the Academic Senate approves each course and program, regardless of delivery or location, according to guidelines to determine whether a course may be considered college level, appropriate for the proposed course number, and applicable toward academic degrees and certificates per Haw 5.254, Curriculum Review Process ([F-06](#)).

All academic programs regularly assess student learning outcomes at the course level ([IA2-05](#)). Faculty from all departments lead and complete these assessment and review processes with a commitment to furthering 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 to ensure that students benefit. Measures of student learning provided by assessment reports, as well as attainment of other achievement outcomes indicated by Annual Report of Program Data (ARPD) ([IA2-02](#)), such as program health, the awarding of degrees and certificates, transfer to other higher education programs, and employability, are addressed in annual and comprehensive program reviews ([IA2-07](#)). Comprehensive reviews ([IB4-02](#)) demonstrate alignment to the College's mission and strategic plan ([IA2-08](#)) and also analyze student attainment of student learning outcomes. Comprehensive reviews are evaluated by the College Effectiveness Review Committee (CERC), in terms of demand, efficiency, and effectiveness ([IB5-08](#)).

To ensure that CTE programs offered at the College culminate in employment, the College uses Program Advisory Councils (PACs) ([IIA1-01](#)) to assist programs in defining industry standards applicable to their areas. Each PAC is composed of industry professionals, program faculty, and community members who are listed in the catalog ([IIA1-02](#)). 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 ([IIA1-03](#)).

Hawai'i CC's Office of EDvance provides lifelong learning opportunities to all ages by offering courses and programs that include non-credit courses, workshops, and customized training for businesses and industries, workforce training and other activities to enhance local economic development efforts ([E-03](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College offers instructional programs that are consistent with its mission and that are appropriate to higher education. In addition, 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 Hawai'i CC's ILOs and mission, and the College curricula support both 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 its various locations.

## **Evidence List**

|                         |  |
|-------------------------|--|
| <a href="#">F-07</a>    | College Catalog, Curricula and Programs              |
| <a href="#">IA1-01</a>  | Hawai'i CC Mission, Vision, & ILOs                   |
| <a href="#">IA1-04</a>  | College Catalog, Hawai'i CC Degrees and Certificates |
| <a href="#">F-06</a>    | HAW 5.254, Curriculum Review Process                 |
| <a href="#">IA2-05</a>  | Assessment Webpage                                   |
| <a href="#">IA2-02</a>  | Annual Report of Program Data Webpage                |
| <a href="#">IA2-07</a>  | Program and Unit Review Webpage                      |
| <a href="#">IB4-02</a>  | Comprehensive Program/Unit Review Template           |
| <a href="#">IA2-08</a>  | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan             |
| <a href="#">IB5-08</a>  | CERC Drive   |
| <a href="#">IIA1-01</a> | HAW 3.302, Program Advisory Councils                 |
| <a href="#">IIA1-02</a> | College Catalog, Program Advisory Councils           |
| <a href="#">IIA1-03</a> | Advisory Councils Agenda and Minutes Drive           |
| <a href="#">E-03</a>    | EDvance Webpage                                      |

**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**

Hawai'i CC's faculty ensure that the content and methods of instruction for new proposed courses meet the expected academic and professional standards as they are vetted by the

CRC and then further examined in the approval process with the Academic Senate and administration. Finally, the course is added to the systemwide electronic course record management database called Kualii Student Curriculum Management (KSCM) ([IC1-02](#)). 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 ([IIA2-01](#)).

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 ([IB5-06](#)), regardless of delivery mode, to ensure continuous improvement and student success. The College focuses on a learning outcomes approach and clearly defines the course assessment cycle for all faculty, as described on the "Assessment" webpage ([IA2-05](#)).

Assessment across the Kauhale is governed by HAW 4.202, Assessment ([IB2-02](#)). The Assessment Committee presents the annual summary reports to the College Council for a comprehensive look at the year's activities and achievements and at future projects focused on continuous improvement in assessment ([IIA2-02](#)).

Systematic evaluation of courses, programs, and directly related services also occurs via the College's Program and Unit Review (PUR) process which is described further in Standards I.B.5. In addition to the course and program review processes, Hawai'i CC assures currency, improves teaching and learning strategies, and promotes student success through the academic and professional standards that are reviewed as part of faculty and lecturer regular evaluation. Teaching is primary in these evaluations to support high quality instructional delivery, design, and self-assessment with resources provided to faculty ([IC9-01](#)).

The Faculty/Staff Development Committee organizes and promotes professional development workshops for faculty and staff of the College ([IIA2-03](#)). Sessions focus on teaching and learning strategies and current practices in higher education instruction. Additionally, the College provides access to state and national conferences, including the annual UHCC Hawai'i Student Success Institute (HISSI), which provides an opportunity for sharing best teaching practices ([IB1-03](#)).

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 ([IIA2-04](#)). 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 training sessions are provided to faculty to promote effective and current teaching practices.

As noted in Standard II.A.1, CTE programs receive guidance on currency and relevance of their content and instruction from PACs, composed of industry-based experts from the community per HAW 3.302 ([IIA1-01](#)). PACs advise faculty, division chairs, and the vice chancellor for Academic Affairs (VCAA) 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 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 ([IIA2-05](#)).

### Analysis and Evaluation

Hawai'i CC meets this standard. The College 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 policies, faculty (full time, part time, and adjunct) routinely participate in self-assessment processes to review course content and methods of effective instruction. These ongoing efforts aim to identify and target improvements in instructional courses, programs, and directly related services. All instructional courses, regardless of modality, undergo review and systematic evaluation. Furthermore, the College offers professional development activities to all faculty and staff to ensure currency, improve teaching and learning strategies, and promote student success.

### Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IC1-02</a>  | Curricula Affairs Portal Webpage                       |
| <a href="#">IIA2-01</a> | CLO and PLO Alignment Template                         |
| <a href="#">IB5-06</a>  | Assessment Process Webpage                             |
| <a href="#">IA2-05</a>  | Assessment Webpage                                     |
| <a href="#">IB2-02</a>  | Haw 4.202, Assessment                                  |
| <a href="#">IIA2-02</a> | Assessment Committee End-of-year Report                |
| <a href="#">IC9-01</a>  | Resources for Faculty & Staff Webpage                  |
| <a href="#">IIA2-03</a> | Faculty/Staff Development Committee Webpage            |
| <a href="#">IB1-03</a>  | Hawai'i Student Success Institute Webpage              |
| <a href="#">IIA2-04</a> | ITSO Webpage   |
| <a href="#">IIA1-01</a> | HAW 3.302, Program Advisory Councils                   |
| <a href="#">IIA2-05</a> | Community College Survey of Student Engagement (CCSSE) |

**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 I.B.2, the College assesses all courses, programs, and units using established institutional procedures. HAW 5.202, Assessment, establishes responsibility for the various campus constituencies, and the assessment webpage ([IA2-05](#)) provides clear information concerning the process, cycle, schedule, and reporting of results for all courses, programs, and units. In addition, learning outcomes are regularly assessed in annual and comprehensive program and unit reviews ([IA2-06](#)).

Per HAW 5.251, Course Outline of Record ([F-19](#)), 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 where the templates for submission require a statement of CLOs and PLOs ([IC1-02](#)). The vice chancellor for academic affairs (VCAA) and division/department chairs oversee the practice that requires that all faculty and lecturers submit course syllabi to division/department offices each semester for review. Students in every class section, regardless of modality, receive a course syllabus with approved course learning outcomes.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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 routinely distributed to students.

## Evidence List

|                        |                                     |
|------------------------|-------------------------------------|
| <a href="#">IA2-05</a> | Assessment Webpage                  |
| <a href="#">IA2-06</a> | Program & Unit Review Webpage       |
| <a href="#">F-19</a>   | HAW 5.251, Course Outline of Record |
| <a href="#">IC1-02</a> | Curricula Affairs Portal Webpage    |

**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

Hawai'i CC offers a pre-collegiate level curriculum addressing basic skills (mathematics, writing, reading). 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 EP 5.209 ([F-13](#)); UHCCP 5.300 ([IIA4-01](#)); and HAW 5.252 ([IIA4-02](#)), credit for courses numbered 1-99 are not transferable to the baccalaureate level.

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 ([IA2-06](#)) and the all-College course assessment schedule ([IIA4-03](#)).

The College further supports developmental students' progress and success through academic tutoring and other assistance at The Learning Center ([IIA4-04](#)), Hale Kea Advancement and Testing Center ([IIA4-05](#)), and Pāalamanui's Library and Learning Center ([IIA4-06](#)). Students enrolled in pre-collegiate basic skills courses have access to writing and math tutors for assistance and learning resources, and peer tutors for academic coaching. The Hānai A Kumu strategy has been employed whereby one counselor is



paired with each Accelerated Learning Program (ALP) section to offer college skills support.

### Analysis and Evaluation

Hawai'i CC meets this standard. 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 courses 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.

### Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">F-11</a>    | EP 5.209, University of Hawai'i System Student and Inter-Campus Articulation |
| <a href="#">IIA4-01</a> | UHCCP 5.300, Course Numbering Convention                                     |
| <a href="#">IIA4-02</a> | HAW 5.252, Numbering Criteria for New and Modified Courses                   |
| <a href="#">IA2-06</a>  | Program & Unit Review Webpage  |
| <a href="#">IIA4-03</a> | Assessment Schedule  |
| <a href="#">IIA4-04</a> | The Learning Center Webpage  |
| <a href="#">IIA4-05</a> | Hale Kea Advancement and Testing Center Webpage                              |
| <a href="#">IIA4-06</a> | Pālanui's Library and Learning Center  |

**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

Hawai'i CC adheres to UHCCP 5.228, Credit Hour ([F-03](#)) and EP 5.228, Credit Hours ([F-04](#)), which provide 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. UHCCP 5.203, Program Credentials: Degrees and Certificates, establishes the minimum number of credit hours for each of the College's certificates and degrees ([F-05](#)). Hawai'i CC does not offer any baccalaureate degrees.

### Analysis and Evaluation

Hawai'i CC meets this standard. The College has clear policies, as well as established processes for course and program approval, assessment, and review, ensure that all 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.

### Evidence List

|                      |                          |
|----------------------|--------------------------|
| <a href="#">F-03</a> | UHCCP 5.228, Credit Hour |
|----------------------|--------------------------|

[F-04](#)  
[F-05](#)

EP 5.228, Credit Hours  
UHCCP 5.203, Program Credentials: Degrees and Certificates

**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 Meeting the Standard**

Hawai'i CC is guided by UHCCP 5.213, Time to Degree: Co-Requisite ([IIA6-01](#)), and UHCCP 5.203, Program Credentials: Degrees and Certificates ([F-05](#)). Both policies place emphasis upon students completing program requirements in appropriate time frames.

In order to improve course scheduling procedures, the UH System's STAR Guided Pathways System (GPS) for registration allows students, faculty advisors, and counselors to view courses needed for graduation in their chosen major, as well as completed grades, transfer credits, academic holds, and other information ([IIA6-02](#)). Students view their required courses in the recommended sequence, which minimizes confusion about which courses are applicable toward degree requirements and in which order they should be taken ([IIA6-03](#)).

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 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. If under-enrolled courses are vital to students' paths to timely completion, the VCAA can authorize keeping sections open.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College's STAR GPS 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 system wide 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.

### **Evidence List**

[IIA6-01](#) UHCCP 5.213, Time to Degree: Co-Requisite  
[F-05](#) UHCCP 5.203, Program Credentials: Degrees and Certificates  
[IIA6-02](#) STAR Guided Pathways System  
[IIA6-03](#) STAR Guided Pathways System Sample

## **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 community by providing instruction and learning support, including multiple delivery modes and varied teaching methodologies, that support equity and success for all students.

Course delivery modes include face-to-face, synchronous, asynchronous, and hybrid classes. Decisions regarding the delivery mode of courses are made at the departmental level and consider program/student needs and instructor availability. 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 active learning, lecture, demonstrations, discussion, research, and labs. All students also have access to the online learning management system called Laulima, which many instructors use to post course syllabi and instructional materials, host discussion forums, and collaborate with students. Faculty members determine teaching methods and delivery modes suitable to the curriculum, to students' needs, and to Hawai'i CC's mission.

The College offers fieldwork, internship, and practicum classes that promote experiential learning ([F-07](#), [A-24](#)). Other demonstrations of the range of teaching methodologies used across disciplines to promote student learning include the First Year Experience - Ka'ao Model ([IIA7-01](#)) and Sustainability designated courses ([IIA7-02](#)).

Hawai'i CC's Instructional Technology Support Office (ITSO) is dedicated to supporting best practices in distance education (see Standard II.A.2). ITSO has created a Course Design Template ([IIA7-03](#)) to assist faculty in developing online courses that address key elements of an effective online class. In addition, ITSO offers one-on-one consultations, workshops, and a self-paced on-demand badging program. The purpose of these training opportunities is to facilitate the course design and development process. Instructional designers work collaboratively with faculty to help transform courses to the online format based on the Evaluation Rubric Standards, as well as the Principles for Universal Design for Learning (accessibility). All instructors teaching synchronous and asynchronous courses obtain certain levels of the badging program to ensure competency in delivering these modes of instruction.

The Course Evaluation System (CES) ([IIA7-04](#)) allows students to provide confidential instructor ratings and feedback on all courses. Individual divisions, departments, and instructors can add specific questions to gather student feedback on instructional methods, delivery modes, or other aspects of their courses. All student survey responses are shared with instructors after final grades are posted so that instructors are able to identify areas for improvement. Departments and divisions decide whether the student results (for all faculty, untenured faculty and lecturers only, or lecturers only) will be shared automatically with department chairs. As part of the evaluation process, lecturers share CES results with their division/department chairs, and it is customary for faculty to analyze and reflect on their CES results in their contract renewal documents, tenure and promotion dossiers, and five-year evaluations.

The Disability Services Program promotes equal opportunities for students with disabilities with a wide range of services available from interpreters to classroom notetakers ([IIA7-05](#)). Training on Universal Design is offered to instructors, and the ITSO emphasizes adherence to accessibility guidelines to promote success for students with disabilities ([IIA7-03](#)). Hawai'i CC also has academic advising as well as on-going Student Success Workshops ([IIA7-06](#)). Further descriptions of the College's learning support services are given in Standard II.B.1.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College uses a variety of instructional modes and methods, learning support services, 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 CES course evaluations, the regular assessment of courses and review of programs promote continuous efforts to attend to the diverse and changing needs of students.

## Evidence List

|                         |   |
|-------------------------|---|
| <a href="#">F-07</a>    | College Catalog, Curricula and Programs     |
| <a href="#">A-24</a>    | Model Home Construction                     |
| <a href="#">IIA7-01</a> | First Year Experience - Ka'ao               |
| <a href="#">IIA7-02</a> | Sustainability Academic Subject Certificate |
| <a href="#">IIA7-03</a> | Course Design website                       |
| <a href="#">IIA7-04</a> | Course Evaluation System                    |
| <a href="#">IIA7-05</a> | Disability Services Webpage                 |
| <a href="#">IIA7-06</a> | Ka'ao Student Success Workshops             |

**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

Hawai'i CC has only a limited number of programs and departments that use department wide examinations. The agreed upon exams are a tool for assessment across multiple sections. The program and course assessment processes provide an opportunity to examine the reliability of the instrument.

For the Prior Learning Assessment (PLA) program ([IIA8-01](#)), the College follows UHCCP 5.302 ([IIA8-02](#)) and relies on valid National Equivalency Exams. Credits earned for prior learning are determined by that policy and others as explained in the catalog (pp. 34-35, [IIA8-03](#)) 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, or portfolio-based assessments.

One example of how standardized exams are assessed for validity and reliability is in the case of the College Level Examination Program (CLEP). The American Council of

Education (ACE) assesses and reviews CLEP exams, ensuring the CLEP procedures, controls, policies, and exam contents all meet the ACE's standards ([IIA8-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The College has a limited number of programs that use department wide exams that rely on program approved and standardized tests that have established processes to reduce test bias and enhance reliability.

## Evidence List

- [IIA8-01](#) PLA Webpage
- [IIA8-02](#) UHCCP 5.302, Prior Learning Assessment Program
- [IIA8-03](#) College Catalog, Prior Learning Assessment
- [IIA8-04](#) American Council of Education Webpage

**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 align with federal and UHCC guidelines.

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 regular review cycle for all courses to ensure currency and accuracy (see Standards II.A.1-3). Through the review cycle, groups of faculty who teach each course will norm, evaluate and discuss artifacts in terms of outcome achievement. From those discussions, recommendations for improvement ensue which are then implemented. Finally, a closing of the loop further assesses the efficacy of each change.

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, UHCCP 5.228, Credit Hour ([F-03](#)), 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. 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.

Courses are assigned semester credit values determined by the number of hours of study per week required of the student in and outside of the classroom or laboratory. Credits are granted in recognition of work successfully completed in specific courses. The graduation requirements for associate degrees are stated in UHCCP 5.203, Program Credentials: Degrees and Certificates, and include the successful completion of at least 60 credits ([F-05](#)).

The college doesn't offer courses based on clock hours.

### Analysis and Evaluation

Hawai'i CC meets this standard. The College awards course credit, degrees, and certificates 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.

### Evidence List

[F-03](#) UHCCP 5.228, Credit Hour

[F-05](#) UHCCP 5.203, Program Credentials: Degrees and Certificates

**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

Hawai'i CC publishes a list of articulation agreements within and outside the UH System in its catalog (pp. 9-11, [IIA10-01](#)) and on the College ([B-02](#)) and UHCC ([IIA10-02](#)) webpages.

EP 5.209, UH System Student Transfer and Inter-Campus Articulation ([F-13](#)), and RP 5.214, Student and Credit Transfer within the University ([F-12](#)), explain procedures for transfer of students and credits across the system. HAW 7.208, Transfer Credit Evaluation Policy ([F-14](#)), and HAW 7.209, Transferring Credits from External Institutions ([F-15](#)), defines the processes of evaluating and transferring credits to Hawai'i CC from other UH institutions and external institutions.

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 ([IIA10-03](#)). Per 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 ([IIA10-04](#)).

Specific transfer pathways have been formalized for specific programs whose students need classes offered by other institutions and for students transferring to four-year programs ([B-02](#)). The systemwide Kuali Student Curriculum Management (KSCM) and UH System Course Transfer Database ([F-11](#)) allow for the transparent sharing of course outlines of record with clearly indicated student learning outcomes. Faculty and staff can then evaluate whether potential transfer courses align with and compare to the College's own courses. Meanwhile, for non-UH System transferred courses, the faculty determine if the learning outcomes are equivalent.

Hawai'i CC informs students and the public of current transfer policies and procedures on transferring from within the UH System and from external institutions through the catalog (pp. 22-23, 40-41, [IIA10-05](#)) and its website ([B-02](#)) as well as through advising. In addition, the UH systemwide Course Transfer Database contains a searchable database of course equivalencies/ evaluations for UH campuses as well as for other institutions ([F-11](#)). 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.

Additional guides provide student academic exploration and pathways. STAR's "What if Journey" allows students to explore how their existing coursework would articulate into different degrees or certificates if they were to transfer to other UH campuses. In addition, the "Pinning" initiative allows students to indicate their preference for a four year UH degree or program in order to complete requirements for both Hawai'i CC and the transfer institution. Finally, if students decide to change campus and degrees officially, they then pursue a transcript evaluation.

## **Analysis and Evaluation**

Hawai'i CC meets this standard. Across the UH 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 UH and external institutions via the College Catalog and website as well as through advising.

## **Evidence List**

|                          |  |
|--------------------------|--|
| <a href="#">IIA10-01</a> | College Catalog, Articulation Agreements with Other Colleges       |
| <a href="#">B-02</a>     | Transfer Pathways Webpage  |
| <a href="#">IIA10-02</a> | UHCC Transfer Programs Webpage                                     |
| <a href="#">F-13</a>     | EP 5.209, UH System Student Transfer and Inter-Campus Articulation |
| <a href="#">F-12</a>     | RP 5.214, Student and Credit Transfer within the University        |
| <a href="#">F-14</a>     | HAW 7.208, Transfer Credit Evaluation Policy                       |
| <a href="#">F-15</a>     | HAW 7.209, Transferring Credits from External Institutions         |
| <a href="#">IIA10-03</a> | Reverse Transfer Webpage   |
| <a href="#">IIA10-04</a> | UHCCP 5.206, Reverse Transfer                                      |
| <a href="#">F-11</a>     | UH Course Transfer Database  |
| <a href="#">IIA10-05</a> | College Catalog, Transfer Students                                 |



**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**

Hawai'i CC includes appropriate student course learning outcomes (CLOs) for all its programs and each General Education (GE) area. CLOs align to program learning outcomes (PLOs) which tie to General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) and are found on the Assessment webpage ([IIA11-01](#)). Outcome areas such as communication and quantitative reasoning are covered by Hawai'i CC ILOs. The table below shows how outcome areas such as communication and quantitative reasoning align with Hawai'i CC's ILOs ([IIA11-02](#)) and GELO's ([IIA11-03](#)) .

**Table 23- Outcome Alignment**

| <b>Learning Outcome in Standard II.A.11</b> | <b>Institutional Learning Outcomes</b>   | <b>General Education Learning Outcomes</b>  |
|---|--|---|
| Communication Competency                    | 1. Communicate effectively in a variety of situations.   | 1. Communication: Speak and write to communicate information and ideas in professional, academic and personal settings.   |
| Information Competency                      | 2.Utilize critical thinking to solve problems and make informed decisions.<br>4.Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. | 4. Information Competency: Retrieve, evaluate, and utilize information.<br>5. Technological Competency: Employ computer technology to perform academic and professional tasks   |
| Quantitative Competency                     | 2. Utilize critical thinking to solve problems and make informed decisions.  | 6. Quantitative Reasoning: Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms. |
| Analytic Inquiry Skills                     | 2. Utilize critical thinking to solve problems and make informed decisions.<br>4.Utilize quality   | 2.Critical Reading: Read critically to synthesize information to gain understanding.  |

|  |  |  |
|--|--|--|
|  | comprehensive services and resources in the on-going pursuit of educational and career excellence.   | 3. Critical Thinking: Make informed decisions through analyzing and evaluating information.<br>7. Areas of Knowledge: Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.          |
| Ethical Reasoning                      | 3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.<br>5. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world. | 8. Self and Community: Engage in activities demonstrating understanding of one's relationship with one's communities and environments.<br>10. Ethics: Articulate and demonstrate knowledge of ethical behavior and the process of ethical decision-making. |
| Ability to Engage Diverse Perspectives | 3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.<br>6. Contribute to sustainable environmental practices for personal and community well-being.  | 8. Self and Community: Engage in activities demonstrating understanding of one's relationship with one's communities and environments.<br>9. Cultural Diversity: Articulate and demonstrate an awareness and sensitivity to cultural diversity.            |

CLOs and PLOs align with the College's GELOs to reflect these competencies, in addition to any other program-specific learning outcomes. In meeting general education requirements, the General Education Committee (GEC) has designated specific courses

with CLOs that are aligned to GELOs ([IIA11-04](#)). In addition, as appropriate, PLO's are aligned to the GELOs (LBRT Program example, [IIA11-05](#)). These aligned outcomes are evaluated through course assessments that are summarized in annual program reviews (see Standards II.A.1-3). In the KSCM database, which houses the approved course outlines, each course outline includes a statement of student 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 through ILOs. 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

Hawai'i CC meets this standard. All of the College's programs include 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. Student CLOs and PLOs are aligned to GELOs through the ILOs, and course level assessments ensure that student learning outcomes achievement fulfill general education requirements.

## Evidence List

- [IIA11-01](#) PLOs, Assessment Webpage
- [IIA11-02](#) ILOs, Assessment Webpage
- [IIA11-03](#) GELOs, Assessment Webpage
- [IIA11-04](#) Designated GE Courses
- [IIA11-05](#) Liberal Arts PLOs to GELOs Alignment

**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

Hawai'i CC incorporates GE requirements (see Standard II.A.11) in all of its degree programs based on UHCCP 5.200, General Education in All Degree Programs, which mirrors the competencies listed in this Standard ([IIA12-01](#)). The College's GE philosophy is clearly outlined on its website ([IIA12-02](#)) and in its catalog (p.7, [A-03](#)).

The College established GE learning outcomes (GELOs) and benchmarks ([IIA12-03](#)) and also divided its GE core requirements into two categories: Foundations and Diversifications. Foundations courses ([IIA12-04](#)) equip students with knowledge and skills

fundamental for a college education that include written communication, symbolic reasoning, and global and multicultural perspectives as outlined by the UH System-wide GE Foundations Board ([IIA12-05](#)). Diversification courses ([IIA12-06](#)) provide students with a broad exposure to different disciplines that include humanities, social sciences and natural science. The Academic Senate's GEC ([IIA12-07](#)), composed of representative faculty from various disciplines and departments, approved a designation process to comply with these requirements that emphasizes the commitment to higher education quality and rigor.

The Foundations and Diversifications requirements ensure quality GE that aligns seamlessly with other institutions within the UH System. The GE course designation evaluation ([IIA12-08](#), [IIA12-09](#)) and proposal forms ([IIA12-10](#)) require evidence of how courses align with the GE Hallmarks as demonstrated via learning outcomes, course objectives, and specific assignments or activities. Academic rigor is demonstrated via course assessment results. The student learning outcomes of all GE courses, regardless of the mode of delivery, are reviewed as part of the College's regular course assessment process and program review ([IA2-05](#), [IA2-06](#)).

All degree programs include components of GE with required communications and mathematics/thinking/reasoning courses. In addition to these courses, Associate in Arts (AA) degrees include Foundation (12 credits) and Diversification (19 credits) requirements, Associate in Science (AS) degrees require GE electives (9 credits) in three Diversification areas, and Associate in Applied Science (AAS) degrees require GE electives (9 credits) in three areas: Cultural, Natural, and Social Environments ([F-07](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College faculty has developed a GE philosophy and outcomes to ensure GE components exist in all degree programs. Through a robust process of assessment and course review, the College assures that CLOs, PLOs, and ILOs align to determine the appropriateness of each course to the GE curriculum.

## **Evidence List**

|                          |   |
|--------------------------|---|
| <a href="#">IIA12-01</a> | UHCCP 5.200, General Education in All Degree Programs |
| <a href="#">IIA12-02</a> | General Education Webpage                             |
| <a href="#">A-03</a>     | College Catalog, General Education Philosophy         |
| <a href="#">IIA12-03</a> | General Education Learning Outcomes and Benchmarks    |
| <a href="#">IIA12-04</a> | Foundations Courses                                   |
| <a href="#">IIA12-05</a> | UH System-wide GE Foundations Board Webpage           |
| <a href="#">IIA12-06</a> | Diversifications Courses                              |
| <a href="#">IIA12-07</a> | General Education Committee Charter                   |
| <a href="#">IIA12-08</a> | Foundations Course Designation Evaluation Form        |
| <a href="#">IIA12-09</a> | Diversification Hallmarks Form                        |
| <a href="#">IIA12-10</a> | Foundations/Diversifications Proposal Form            |
| <a href="#">IA2-05</a>   | Assessment Webpage                                    |
| <a href="#">IA2-06</a>   | Program & Unit Review Webpage                         |
| <a href="#">F-07</a>     | College Catalog, Curricula and Programs               |

**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**

Hawai'i CC offers focused study in all degree programs ([IA1-04](#)), giving students an opportunity to work through at least one area of inquiry or an established interdisciplinary core. Per UHCCP 5.203, Program Credentials Degrees and Certificates ([F-05](#)), and as described in the catalog ([F-07](#)), students focus their studies whether pursuing a certificate or 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**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IA1-04](#) College Catalog, Hawai'i CC Degrees & Certificates
- [F-05](#) UHCCP 5.203, Program Credentials: Degrees and Certificates
- [F-07](#) College Catalog, 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**

Hawai'i CC's graduates from 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 PACs (see Standard II.A.1), which advise their respective programs of training needs and new developments in the field ([IIA1-02](#)). 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.

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. In addition, CTE students have the opportunity to participate in valuable internships.

A few College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning ([IIA14-01](#)). The Culinary Arts programs at Pālanui and Hilo have separate accreditation through the American Culinary Federation Education Foundation Accrediting Commission, Inc. (ACFEFAC). The AS degree in Nursing program, leading to a career in registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Hawai'i State Board of Nursing. In addition, Hawai'i CC's Children's Center is accredited by the National Association for the Education of Young Children (NAEYC).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College's CTE faculty and administration 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.

### **Evidence List**

[IIA1-02](#) College Catalog, Program Advisory Councils

[IIA14-01](#) Accreditation Webpage - Other Accreditations, Certificates and Approvals

**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**

Hawai'i CC, as part of the UH System, has a commitment to transparency about program changes and program elimination. The College adheres to RP 5.201, Instructional Programs ([IB5-03](#)), 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 per HAW 5.702, Graduation Requirements ([IIA15-01](#)) and in the catalog ([IIA15-02](#)), 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 and the appropriate division chair per HAW 5.650, Time Limits on Credits Earned ([IIA15-03](#)), and in the catalog ([IIA15-02](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The College, guided by its policies and advising practices, provides 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.

## Evidence List

- [IB5-03](#) RP 5.201, Instructional Programs
- [IIA15-01](#) HAW 5.702, Graduation Requirements
- [IIA15-02](#) College Catalog, Time Limits on Credits Earned/Graduation Requirement
- [IIA15-03](#) HAW 5.650, Time Limits on Credits Earned

**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

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 UHCCP 5.203, Program Credentials: Degrees and Certificates (III E) ([F-05](#)), 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) ([IA2-05](#), [IA2-06](#)). 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" ([F-05](#)). PACs ([IIA1-02](#)) 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.

All classes/courses delivered via distance delivery mode are included in HAW 5.250, Course Review Policy and Procedure ([F-20](#)), currently under review, 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 ([IIA16-01](#)) for evaluating the design and build of online classes.

Hawai'i CC's non-credit, pre-collegiate, continuing and community education courses are delivered through its Office of EDvance ([E-03](#)). The unit utilizes surveys from participants enrolled in its sessions, courses, and programs to evaluate and enhance its offerings ([IIA16-02](#)). EDvance also improves the 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) ([IIA16-03](#)). 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. As the result of COVID-19, EDvance reduced the type of courses and services that it offered. EDvance's enrollment, which stood at 6,130 in 2019-2020, fell 35 percent to 2,186 the following year, and continued decline to 1,663 in the 2022-2023 academic year. In addition, EDvance experienced staffing shortfalls and lacked a permanent director as the result of hiring freezes during the pandemic. The College is addressing these issues by advertising for a director to lead the unit and assessing staffing needs. EDvance assesses changes in the workforce since the pandemic to provide relevant courses and services.

## Analysis and Evaluation

Hawai'i CC meets this standard. All 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.

## Evidence List

|                          |  |
|--------------------------|--|
| <a href="#">F-05</a>     | UHCCP 5.203, Program Credentials: Degrees and Certificates |
| <a href="#">IA2-05</a>   | Assessment Webpage   |
| <a href="#">IA2-06</a>   | Program & Unit Reviews Webpage                             |
| <a href="#">IIA1-02</a>  | College Catalog, Program Advisory Councils                 |
| <a href="#">F-20</a>     | HAW 5.250 Course Review Policy and Procedure               |
| <a href="#">IIA16-01</a> | ITSO Rubric  |
| <a href="#">E-03</a>     | EDvance Webpage  |
| <a href="#">IIA16-02</a> | EDvance Annual Review                                      |
| <a href="#">IIA16-03</a> | Learning Resource Network - Certifications Webpage         |

## Conclusions on Standard II.A: Instructional Programs

Hawai'i CC's instructional programs align with the mission of the College. The College's programs and services aim to cultivate learning through the creative, intellectual, physical, social, emotional, and ethical development of our diverse Kauhale. All courses undergo a review process with faculty and the assessment coordinator while the Curriculum Review Committee (CRC) ensures that courses meet standards for providing a high-quality education. Similarly, when a new course is created, the same process of discipline faculty and the CRC closely evaluate the course.

Faculty ensure program currency, improve teaching and learning strategies, and promote student success by engaging in program review. Faculty review that the content and methods of instruction meet academic and professional standards and expectations.

Hawai'i CC's General Education (GE) Committee determines the appropriateness of each course for the College's GE curriculum according to student learning outcomes, outcome alignment and Diversification or Foundation Hallmarks. GE learning outcomes prepare students for lifelong learning, application of learning, and skills in various disciplines in the arts and humanities, the sciences, mathematics, and social sciences. The provisions of this standard are broadly applicable to all instructional programs. Star technology allows students and advisors to explore various degree and certificate pathways to ensure a timely graduation.

### Improvement Plan(s)

| Standards | Improvement Plan  | Leads            | Timeline   | Expected Outcome  |
|-----------|---|------------------|------------|---|
| II.A.16   | Completion of Annual & Comprehensive Reviews that include all EDvance units | EDvance Director | AY 2024-25 | Update and complete the post COVID reports and reviews. Have data for effective decision-making |

## 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. In addition to the descriptive summary of the specific library and learning support services listed below, students, faculty and staff have access to the vast UH Systemwide resources from the various campuses.

The Edwin H. Mookini Library (Mookini Library) at the University of Hawai'i at Hilo (UH Hilo) is a shared service with Hawai'i CC ([IIB1-01](#)). 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. The library provides substantial academic resources to UH Hilo and Hawai'i CC students, staff and faculty. Collections include online/electronic books, periodicals and databases, and over 150,000 book volumes ([IIB1-02](#)). The library also offers study rooms, media production, computers, scanners, cameras, 'ukulele and paid access printers. The library is open 60 hours per week during the academic year.

The College ensures that students, staff and faculty are provided clear instruction regarding the use of library materials. Instructions are found on the library website and are also part of the Library Skills curriculum available to all faculty, including those 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 as well as call the library or submit questions using the Ask-a-Librarian service ([IIB1-03](#)). For longer or more in-depth research questions, Book-a-Librarian services ([IIB1-04](#)) schedule appointments which can also be held via Zoom.

The library provides support to a number of the College's courses through the library instruction program ([IIB1-05](#)). 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.

The Learning Center (TLC) is located on the UH Hilo campus, Building 334, LRC 115 ([IIA4-04](#)). TLC is an academic support program of Hawai'i CC, serving primarily Hawai'i CC students, along with UH Hilo students.

The Hale Kea Advancement and Testing Center (HKATC) primary location is on the Hawai'i CC Manono campus Bld. 387 Room 101 ([IIA4-05](#)). Due to renovations in 2023-2024, HKATC has been temporarily relocated to the UH Hilo Campus at the TLC. HKATC provides student support, computer lab services, and exam proctoring.

The STEM Center is located on the Manono campus and 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 training ([IIB1-06](#)).

The Pālanui Library Learning Center (LLC) provides learning resources and services to the students, faculty, and staff at the Pālanui campus ([IIA4-06](#)). Resources include computer workstations, printing, scanners, copiers, and over 2,200 books. Through partnership and collaboration with UH Hilo, students, faculty, and staff at Pālanui also have access to online and electronic resources and services provided through the Mookini Library. The Pālanui Language and Learning Center (LLC) also offers placement testing, test proctoring, library instruction, and tutoring for students. Test proctoring is available on site or via Zoom. Test proctoring services are limited to UH System students. 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. The library staff helps students find remote tutoring options by referring them to the Learning Center in Hilo, which manages all student tutors employed by the college.

The College's commitment to serving DE students equitably is defined in HAW 5.200, Distance Education ([IIB1-07](#)). The College provides several online services for tutoring and individual support that are available for both DE and non-DE students ([IC1-06](#)). Some of the library 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 ([IIB1-08](#)). The library also provides library skills assignments through Laulima ([IIB1-09](#)). Individualized help from College librarians is also available for DE students and instructors as described previously. Likewise, DE students also have access to in-person resources. In addition, a DE librarian is available specifically for DE needs.

The College has a Student Success Coordinator to develop and coordinate academic and noncognitive 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.

The Disability Services Program provides assistance and support to help students with disabilities succeed academically, including special accommodation support, note taking services, sign language interpreters, study skills and specialized testing accommodations ([IIA7-05](#)). The program includes a disability counselor who will engage in a collaborative discussion with students requesting accommodations appropriate to a student's diagnosed disability for both face-to-face and DE classes. 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, Disability Services 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 (see 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.

The Ēlama & Hilo One Scholarship Programs is an initiative that makes college possible for Hawai'i residents who have compelling barriers to college. The program provides a one-year scholarship for eligible program scholars and also provides comprehensive support to foster personal, professional, and academic growth and was established with private funding and supporters ([IIB1-10](#)).

Nā Hokua is a Native Hawaiian STEĀM Project (Science, Technology, Engineering, ĀINA, and Math) that is through the University of Hawai'i (UH) College of Education Department funded by the US DOE Native Hawaiian Education ([IIB1-11](#)). The program aims to support Native Hawaiian students in the UH system in developing the skills and knowledge to explore and succeed in post-secondary education and achieve positive employment outcomes with STEM pathways and careers. The program services include yearly scholarship stipend programs and one on one mentoring or academic coaching across the system, including Hawai'i CC ([IIB1-12](#)).

Paepae 'Ōhua Native Hawaiian Student Success Services (Paepae 'Ōhua) supports Native Hawaiian students as well as all learners, especially those enrolled in HAW/HWST classes and those majoring in AA Hawaiian Studies and/or pursuing the Hawai'i Life Styles Academic Subject Certificate (HLS-ASC). Students receive academic advising, financial aid information, peer mentoring including tutoring, indigenous Hawaiian cultural workshops, and other services to support their academic success ([IIB1-13](#)). Paepae 'Ōhua also includes the Waihonua Media Lab which provides computer resources and services for students and Hawai'i CC personnel ([IIB1-14](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College supports all students, both DE and in-person, by providing an 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.

### **Evidence List**

|                         |   |
|-------------------------|---|
| <a href="#">IIB1-01</a> | Mookini Library Webpage                         |
| <a href="#">IIB1-02</a> | About Library Collections Webpage               |
| <a href="#">IIB1-03</a> | Ask a Librarian Webpage                         |
| <a href="#">IIB1-04</a> | Book-a-Librarian Webpage                        |
| <a href="#">IIB1-05</a> | Library Instruction Webpage                     |
| <a href="#">IIA4-04</a> | The Learning Center Webpage                     |
| <a href="#">IIA4-05</a> | Hale Kea Advancement and Testing Center Webpage |
| <a href="#">IIB1-06</a> | The STEM Center Flyer                           |
| <a href="#">IIA4-06</a> | Pāalamanui LLC Webpage                          |
| <a href="#">IIB1-07</a> | HAW 5.200, Distance Education                   |
| <a href="#">IC1-06</a>  | Services for DE Students Webpage                |
| <a href="#">IIB1-08</a> | Distance Learning Library Services Webpage      |
| <a href="#">IIB1-09</a> | Library Skills Instruction Webpage              |
| <a href="#">IIA7-05</a> | Disability Services Program Webpage             |



- [IIB1-10](#) Ēlama & Hilo One Scholarship Programs Webpage
- [IIB1-11](#) Nā Hokua Program Webpage
- [IIB1-12](#) Nā Hokua Flyer
- [IIB1-13](#) Paepae 'Ōhua Webpage
- [IIB1-14](#) Waihonua Media Lab Webpage

**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**

Hawai'i CC relies on the expertise of the librarians, both at the Mookini Library and Pālanui LLC, who collaborate with faculty to ensure that there are sufficient materials and resources to support the curriculum ([IIB1-01](#)) ([IIA4-06](#)). 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 librarians contact instructors prior to the start of the semester regarding any resources or instruction they may require for their courses and any needed course reserves.

The College's Academic Support Unit (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 ([IIB2-01](#)). Offices within ASU that specifically support the maintenance of education equipment and materials include Computer Services ([F-24](#)) and Media Services ([F-25](#)).

Hawai'i CC strives to make computers accessible and available for use by students, staff, and faculty. 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 programs 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. Computer Services actively works to keep all computers up to date on software. 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.

Media Services provides and maintains media and media services to faculty, staff, and students. Media services also help 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**

Hawai'i CC meets this standard. 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.

## **Evidence List**

|                         |                               |
|-------------------------|-------------------------------|
| <a href="#">IIB1-01</a> | Mookini Library Flyer         |
| <a href="#">IIA4-06</a> | Pāalamanui LLC Webpage        |
| <a href="#">IIB2-01</a> | Academic Support Unit Webpage |
| <a href="#">F-24</a>    | Computer Services Webpage     |
| <a href="#">F-25</a>    | Media Services Webpage        |

**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**

Hawai'i CC's Pāalamanui LLC regularly evaluates its services through the annual and comprehensive review process as a basis for improvement ([IA2-06](#)). Until the COVID-19 lockdown in 2020, the Pāalamanui LLC had regularly employed a survey to assess services. Since 2020, student use of in-person library services has decreased and library staff are assessing changes to address students' present needs ([IIB3-01](#)). As more courses and services moved online, the Instructional Technology Support Office (ITSO) has been collecting and providing data for those services. DE students are given an annual survey that includes questions on library services, tutoring, and testing services ([IIB3-02](#)), with results sent to librarians and units to be used for assessment and planning ([IIB3-01](#)).

The Mookini Library collects several sources of data to evaluate its services and resources such as a faculty survey administered to those whose classes have participated in library instruction ([IIB3-03](#)). 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. In addition, staff review quantitative data, such as circulation counts, reference questions answered, and number of presentations given ([IIB3-04](#)).

TLC and HKATC evaluate their services and resources through student surveys and student achievement data. For both TLC and HKATC, data considered for assessment and evaluation include TLC- and tutoring-specific student evaluations, ARPD data, and CCSSE survey results. Students who receive tutoring and other services at TLC are provided an evaluation at the end of each session and semester. These data indicators are discussed in their unit reviews ([IIB3-05](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. To better improve our services, all library and learning support services will be evaluated to determine how to address students' present and future needs. The evaluations will 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.

## Evidence List

- [IA2-06](#) Program & Unit Reviews Webpage
- [IIB3-01](#) Pāalamanui LLC Annual Review
- [IIB3-02](#) ITSO DE Survey Results
- [IIB3-03](#) Library Survey Form
- [IIB3-04](#) UH System Library Data
- [IIB3-05](#) ASU - Tutoring Services Annual Review

**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

Hawai'i CC 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 relies on a collaboration with UH Hilo for library services for its students in East Hawai'i. 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 Pāalamanui Library and Learning Center. Hawai'i CC has shared facilities with Mookini Library. Currently, the College is billed according to library resource usage by Hawai'i CC students ([IIB4-01](#)).

The College has access to Tutor.com, an online learning service through a contract with the UHCC System. Tutor.com is made readily accessible through the College website ([IIB4-02](#)) and is advertised via email announcements and flyers. In terms of ensuring security, the system's contract with Tutor.com stipulates that it is responsible for maintaining student information.

EdReady is another online learning support and placement tool made accessible through UHCC subscription to the National Readiness Organization focused on College and career (NROC) ([IIB4-03](#)). 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. Terms for institutional and individual use can be found on the EdReady website ([IIB4-04](#)).

The College's contract with ProctorU states the terms and conditions wherein ProctorU is responsible for securely maintaining student information in accordance with FERPA ([IIB4-05](#)). ProctorU provides information to the College via institutional administrator login access ([IIB4-06](#)).

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 ([IIB4-07](#)). It has been reviewed and accepted by the UH System Data Governance Process office. 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 ([IIB4-08](#)), provides timely updates on their system status ([IIB4-09](#)) via email and social media, and has helpful customer service for faculty and administration.

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College established collaborations with other UH campuses and the UH system that include contracts and agreements that allow access to shared resources and services by students, faculty, and staff.

## Evidence List

|                         |                                     |
|-------------------------|-------------------------------------|
| <a href="#">IIB4-01</a> | Library Cost to Support Resources   |
| <a href="#">IIB4-02</a> | Tutor.com - Online Tutoring Webpage |
| <a href="#">IIB4-03</a> | EdReady Website                     |
| <a href="#">IIB4-04</a> | The NROC Project Policies           |
| <a href="#">IIB4-05</a> | ProctorU Website                    |
| <a href="#">IIB4-06</a> | About ProctorU Webpage              |
| <a href="#">IIB4-07</a> | Turnitin Website                    |
| <a href="#">IIB4-08</a> | Turnitin Services Privacy Policy    |
| <a href="#">IIB4-09</a> | Turnitin Status Webpage             |

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## Conclusions on Standard II.B: Library and Learning Support Services

Hawai'i CC provides comprehensive learning support services, including library, tutoring, learning centers, computer laboratories, learning technology, and ongoing training to both students and staff involved in student support. These services are sufficient in quantity, currency, depth, and variety and are accessible to all students through both in-person and DE formats.

## Improvement Plan(s)

| Standards | Improvement Plan   | Leads   | Timeline              | Expected Outcome   |
|-----------|--|---|-----------------------|--|
| II.B.1    | Improve and coordinate online library services across campuses by reviewing best practices at similar sized institutions and surveying stakeholders and providing recommendations in annual unit review. | Pālamanui librarian and Mookini Library HawCC liaison librarian | AY 2024-25            | Increase collaboration, accessibility and use of library services by students and faculty. |
| II.B.3    | Assess process for gathering student feedback of learning support services   | Student Success Coordinator, VCAA                               | AY 2024-25<br>Ongoing | Include student feedback in the evaluation of learning support resources                   |

## II.C. Student Support Services

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**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

Hawai'i CC's academic program and service units are all aligned with its mission as described in Standard I.A.3. As part of its comprehensive unit review, each unit within the Office of Student Affairs details how its services align with Hawai'i CC's mission.

Hawai'i CC's Division of Student Affairs (DSA) offers the following student support services regardless of location or course delivery mode through the following units ([IC1-05](#)): Admissions & Records Office ([IIC1-01](#)), Counseling, Advising, & Support Services Center (CASSC) ([IIC1-02](#)), Financial Aid Office ([IIC1-03](#)), Disability Services ([IIA7-05](#)), Mental Wellness Services ([IIC1-04](#)), and Information Center ([IIC1-05](#)). The Pālanui Office of Student Services (PAL OSS) is a "one-stop shop" for support services in collaboration with DSA for West Hawai'i students ([IIC1-06](#)).

The College also fulfills its responsibility to provide student and academic support services (i.e. academic advising, registration, financial aid, disability services) to distance education (DE) students determined by the student's home campus in the UH System as detailed in the College Catalog (p. 39, [IIC1-07](#)) and on its website ([IC1-06](#)).

Hawai'i CC regularly evaluates its student support services as part of its schedule of annual and comprehensive reviews of all programs and units ([IA2-06](#)) per UHCCP 5.202, Review of Established Programs ([IIC1-08](#)). The College also maintains an assessment management system to track and record reports 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 ([IIC1-09](#)).

Unit assessment data have been used regularly by the Division of Student Affairs units to drive improvements in unit services, operations, and functions. For example, the CASSC and Information Centers' 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 ([IIC1-10](#), [IIC1-11](#)).

### Analysis and Evaluation

Hawai'i CC meets this standard. The College regularly evaluates its student services and demonstrates that they support student learning and the College's mission. 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.



## Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IC1-05</a>  | Services for Students Webpage  |
| <a href="#">IIC1-01</a> | Admissions & Records Office Webpage                                  |
| <a href="#">IIC1-02</a> | Counseling, Advising, & Support Services Center Webpage              |
| <a href="#">IIC1-03</a> | Financial Aid Office Webpage   |
| <a href="#">IIA7-05</a> | Disability Services Webpage  |
| <a href="#">IIC1-04</a> | Mental Wellness Services Webpage                                     |
| <a href="#">IIC1-05</a> | Information Center Webpage   |
| <a href="#">IIC1-06</a> | Pālanui Office of Student Services Webpage                           |
| <a href="#">IIC1-07</a> | College Catalog, Student Support Services for DE Students            |
| <a href="#">IC1-06</a>  | Services for DE Students Webpage                                     |
| <a href="#">IA2-06</a>  | Program & Unit Review Webpage  |
| <a href="#">IIC1-08</a> | UHCCP 5.202, Student Support Services                                |
| <a href="#">IIC1-09</a> | ARPD, Student Affairs  |
| <a href="#">IIC1-10</a> | Annual Unit Review, Counseling, Advising and Support Services Center |
| <a href="#">IIC1-11</a> | Annual Unit Review, Information Center                               |

**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

Hawai'i CC identifies and assesses the learning support outcomes of all student support units which are published on the "Assessment" webpage ([IIC2-01](#)).

The College regularly evaluates its student support services as part of its schedule of annual and comprehensive reviews of its units ([IA2-06](#)). The assessment cycle prioritizes continual improvement of student support services, regardless of delivery mode, towards best meeting student learning outcomes. Once data has 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 ([IB5-06](#)). Some of the improvements to student services arising from assessment include the following:

- Via Kuali Build, the Admissions and Records Office converted numerous paper forms to online forms (i.e., Acceptance Rollover, Application to Convert Residency, Add/Drop, Change of Home Institution, Change of Major/Catalog Year, Request for Veterans' Affairs (VA) Enrollment Certification Form, and Student Appeal for Policy/Procedural Exception Form) ([IIC2-02](#), [IIC2-03](#))
- The mental health therapist designed clinical supervision and training protocol for master level interns to ensure quality internships and services to students, offered island wide and online ([IIC2-04](#))
- The Financial Aid Office and Counseling Unit collaborated to implement the Course Program of Study (CPoS) initiative to ensure students meet Title IV (federal) compliance regulations related to financial aid and stay on track towards completing their program requirements. ([IIC2-05](#))

## Analysis and Evaluation

Hawai'i CC meets this standard. The College 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.

## Evidence List

|                         |   |
|-------------------------|---|
| <a href="#">IIC2-01</a> | Division of Student Affairs Unit Outcomes |
| <a href="#">IA2-06</a>  | Program & Unit Reviews Webpage            |
| <a href="#">IB5-06</a>  | Assessment Process Webpage                |
| <a href="#">IIC2-02</a> | Add/Drop Form                             |
| <a href="#">IIC2-03</a> | Application to Convert Residency Form     |
| <a href="#">IIC2-04</a> | Annual Review, Mental Wellness Services   |
| <a href="#">IIC2-05</a> | CPoS and Financial Aid Webpage            |

**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 regardless of campus and center locations or delivery mode. For a description of the services provided to all of its students, see Standard IIC1. Hawai'i CC assures the equitability of its services by offering an appropriate, comprehensive, and reliable range of in-person and online services.

Other sustained programs are the high school/early admit programs such as Early College and Running Start ([IIC3-01](#)). 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 to enroll in college classes as part of their high school coursework and earn both high school and college credits. Early College programs have been offered in ten high schools across Hawai'i Island. 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 Hawai'i CC and UH services and resources.

The UH System and College abides by national and state equal opportunity laws that protect against discrimination to ensure equitable access to all of its students regardless of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran per EP 1.202, Nondiscrimination, Equal Opportunity, and Affirmative Action ([IIC3-02](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. 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.

## Evidence List

[IIC3-01](#) Early College Programs Webpage

[IIC3-02](#) EP 1.202, Nondiscrimination, Equal Opportunity, and Affirmative Action

**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 RP 7.201, Student Organizations ([IIC4-01](#)). The mission of the College's Student Life Program "empowers 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 ([IIC4-02](#)).

The Student Life Program provides support to the College's Chartered Student Organizations (CSOs) and Registered Independent Student Organizations (RISOs) ([IIC4-03](#)). The Kau Wa'a Student Life Center provides student programming, printing services, and lounge space for students on the Manono Campus. 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 ([IIC4-04](#)). RISOs serve students' educational interests through clubs, such as the long-standing, internationally recognized honor society, Phi Theta Kappa through its Alpha Psi Epsilon Chapter ([IIC4-05](#)).

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 partners with the Student Publications Board ([IIC4-06](#), [IIC4-07](#)) to coordinate the Ka 'Io Newsletter, which staff and students create and disseminate to all students electronically ([IIC4-08](#), [IIC4-09](#)). Student publications fees fund annual academic planners, which are available to all students ([IIC4-10](#)).

The vice chancellor for Student Affairs (VCSA) exercises delegated control over co-curricular programs, including their finances, and ensures that they are conducted with integrity per EP 7.101, Delegation of Authority ([IIC4-11](#)). The VCSA approves expenditures of student fees for programs, educational experiences, and activities that benefit the student body.

The elected student leaders of the ASUH-Hawai'i CC ([IB7-03](#), [IIC4-12](#)) and Student Activities Council ([IIC4-13](#), [IIC4-14](#)), with the guidance of faculty/staff advisors as well as from their constitution and bylaws, sponsor activities to support the student body through student fees. Hawai'i CC also ensures that student leaders who participate in a CSO or RISO, which 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.

### Analysis and Evaluation

Hawai'i CC meets this standard. The College controls its co-curricular programs according to system policies to ensure that they are suited to and contribute to students' social and educational experiences. The College would like to add more in-person events and activities to promote student life outside of the classroom, thereby contributing to retention, engagement, and wellness for students.

### Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IIC4-01</a> | RP 7.201, Student Organizations                              |
| <a href="#">IIC4-02</a> | Student Life Webpage   |
| <a href="#">IIC4-03</a> | College Catalog, Student Organizations                       |
| <a href="#">IIC4-04</a> | College Catalog, ASUH–Hawai'i CC                             |
| <a href="#">IIC4-05</a> | Alpha Psi Epsilon Chapter of Phi Theta Kappa Chapter By-Laws |
| <a href="#">IIC4-06</a> | Student Publications Board Charter                           |
| <a href="#">IIC4-07</a> | Student Publications Board Bylaws                            |
| <a href="#">IIC4-08</a> | Ka 'lo News February 2023                                    |
| <a href="#">IIC4-09</a> | Ka 'lo News March 2023                                       |
| <a href="#">IIC4-10</a> | Student Planners   |
| <a href="#">IIC4-11</a> | EP 7.101, Delegation of Authority                            |
| <a href="#">IB7-03</a>  | ASUH-Hawai'i CC Student Government Constitution              |
| <a href="#">IIC4-12</a> | Student Government Bylaws                                    |
| <a href="#">IIC4-13</a> | Student Activities Council Constitution                      |
| <a href="#">IIC4-14</a> | Student Activities Council Bylaws                            |

**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 regardless of location and delivery mode ([IIC1-02](#)). These services are available in person or by telephone, video conferencing, and email. Counseling faculty and student affairs staff also provide various student success workshops designed to bolster student success ([IIC5-01](#)). 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 such as time management, academic planning, learning styles, and memory techniques. The Paepae 'Ōhua Native Hawaiian Success Center provides counseling and advising to students based on Native Hawaiian philosophy and foundation ([IIC5-02](#)). Since 2020, prior to the start of each semester, Hawai'i CC has coordinated the Ka'ao Student Success Conference to provide students with a strong start to each semester ([IIC5-03](#)).

In order to ensure student success, Hawai'i CC orients students to understand program requirements. Prior to every semester, all new 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 ([IIC5-04](#)). The NSO is offered both on campus and online; the online NSO is a live web session where students meet with a counselor ([IIC5-05](#)). New international students are also required to attend mandatory orientation. In addition, Early College and Running Start students attend a mandatory orientation prior to the start of each semester whether or not they have previously attended Hawai'i CC and are continuing enrollment into the next semester. All transfer and returning students, those students who previously attended Hawai'i CC and stopped out for a semester or more, 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 ([IIC5-06](#)). Additionally, pre-Nursing students are encouraged to attend an informational session to learn more about the admissions requirements for this select program ([IIC5-07](#)).

In addition to providing students with timely and accurate information about academic, transfer, and graduation requirements when they first enroll as students, the CASSC and PAL OSS staff regularly monitor students' academic progress. They generate a Master Student Success Report after the census date of the fall and spring semesters to identify all enrolled students. Counseling faculty call this initiative Proactive Advising and use this data to review each student's academic record to determine that the student is on track with the appropriate pre-requisite requirements, ensure that appropriate transfer credits have been applied, identify any possible course substitutions or inaccuracies with the students STAR record, and optimize a student's graduation pathway. Through this process, counselors can also identify students on academic probation, reach out to students who may need additional advising before registration, and minimize barriers that students may have encountered without this review.

The Counseling Unit collaborates with the Financial Aid Office to run a weekly process for the Course Program of Study (CPOS) report for all students. By using the data from the CPOS report, counseling faculty identify and contact those students who have registered for courses that are not applicable towards their graduation and financial aid requirements ([IIC5-08](#)). 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 Early Alert program ([IIC5-09](#)). In support of Hawai‘i CC’s commitment to student success and retention, faculty submit a referral form 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, and then they make referrals to the counselors if necessary. Students are flagged by their instructors in the first two weeks of instruction (Participation Verification), 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. These reports provide valuable information to address the goal of continuously improving support for student learning and achievement at Hawai‘i CC ([IIC5-10](#)).

CASSC counselors maintain the Hānai A Kumu model, wherein counselors are assigned to specific developmental English course instructors ([IIC5-11](#)). The Hawaiian term “hānai a kumu” (adopt-a-teacher) evokes the sense of adopting an instructor and class in the form of additional support from a counselor. Counselor activities include: visiting classrooms, conducting in-class workshops to support academic success, and serving as a dedicated point of contact for instructors needing assistance with identified students. The Hānai A Kumu model was developed as a means of providing wrap-around services to support students.

CASSC faculty and staff are responsible for providing quality academic advising services. They participate in ongoing professional development to maintain current knowledge and skills, to learn best practices from other state and national institutions, and to remain informed about best practices. Professional development opportunities include attending systemwide conferences, such as the annual Academic Advising and Transfer Network (AATN) conference ([IIC5-12](#)) and the annual Hawai‘i Student Success Institute ([IB1-03](#)). Counselors also attend campus “Brown Bag” sessions, workshops and/or training, such as “Mental Health First Aid Training” ([IIC5-13](#)), and have access to online professional development webinars offered through Innovative Educators ([IIC5-14](#)). CASSC faculty and staff meet weekly to discuss advising issues, practices and procedures. The CASSC Collaborative group, consisting of counseling faculty and staff, and personnel from other campus service offices, meets once a month to discuss and update each other on relevant services and programs pertinent to student success.

## **Analysis and Evaluation**

Hawai‘i CC meets this standard. The College 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.



## Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IIC1-02</a> | Counseling, Advising, & Support Services Center Webpage    |
| <a href="#">IIC5-01</a> | Student Success In-class Workshop Menu                     |
| <a href="#">IIC5-02</a> | Paepae 'Ōhūa Native Hawaiian Success Center Flyer          |
| <a href="#">IIC5-03</a> | Ka'ao Student Success Conference Flyer                     |
| <a href="#">IIC5-04</a> | New Student Orientation Webpage                            |
| <a href="#">IIC5-05</a> | Mandatory New Student Orientation Schedule                 |
| <a href="#">IIC5-06</a> | Student Orientation Information                            |
| <a href="#">IIC5-07</a> | Pre-Nursing Information Sessions Flyer                     |
| <a href="#">IIC5-08</a> | Course Program of Study (CPOS) Data                        |
| <a href="#">IIC5-09</a> | Early Alert Survey Email                                   |
| <a href="#">IIC5-10</a> | MySuccess Early Alert Data                                 |
| <a href="#">IIC5-11</a> | Hānai A Kumu Overview                                      |
| <a href="#">IIC5-12</a> | Academic Advising Transfer Network (AATN) Conference Flyer |
| <a href="#">IB1-03</a>  | Hawai'i Student Success Institute Webpage                  |
| <a href="#">IIC5-13</a> | Mental Health First Aid Flyer                              |
| <a href="#">IIC5-14</a> | Innovative Educators Webpage                               |

**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

Hawai'i CC ensures adherence to its policies through the assessment and review of all units as described in Standard II.C.1. Its admission policies, established at the UH System level, are in alignment with the College's mission. According to RP 5.211, Admissions ([IIC6-01](#)), Hawai'i CC provides open admission to high school graduates and/or anyone aged 18 and over. The College's only program with selective admission is Nursing ([IIC6-02](#)). RP 5.212, Early Admission Policies ([IIC6-03](#)), emphasizes the commitment to provide educational opportunity for youth under 18 years of age.

The College Catalog and website clearly outline the requirements, procedures, and deadlines for admission and registration ([IIC6-04](#), [IIC6-05](#)). Admissions personnel process applications and related documents in an accurate and timely manner. Hawai'i CC also lays out its degree and certificate pathways in its catalog and website ([IA1-04](#), [F-07](#), [IC1-01](#)).

Students can register for recommended courses directly through STAR, an interface that populates each student's graduation pathway with a sequence of courses to successfully complete their degree. STAR also includes a "What If Journey" where students can view and appraise possible pathways ([IIC6-06](#)) to one of the four-year UH universities. In 2021, STAR also implemented an advanced pinning function by visually creating a hybrid pathway for students ([IIC6-07](#)). Unlike the "What If Journey," STAR Pinning combines both the two-year and four-year campus requirements and identifies an optimal point of transfer ([IIC6-08](#)). The interface also supports the UH System's "15 to Finish" initiative, which encourages students to complete 15 credit hours every semester ([IIC6-09](#)).

In addition to providing its students with a variety of materials delineating clear degree pathways, Hawai'i CC provides individual and/or group 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 maintains an "Academic Advising Syllabus," which outlines the counselor's responsibilities ([IIC6-10](#)). The syllabus 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 ([F-11](#)). The Counseling Unit provides Transfer 101 Workshops ([IIC6-11](#)), outreaches to all students qualified for Auto Admissions to a UH four-year institution, partners with other four-year institutions (e.g., UH Hilo or UH Mānoa's Ka'ie'ie Program) ([IIC6-12](#)), and disseminates information in an electronic transfer newsletter.

For students who wish to move straight into their careers with their degree from Hawai'i CC, the Career Center provides assistance with career exploration, job search, resume and cover letter writing, completion of applications, and interview preparation ([IIC6-13](#)). Hawai'i CC also collaborates with county, state, and private agencies to offer an annual Career and Resource Fair for students, alumni and the community ([IIC6-14](#)).

In collaboration with the Hilo Veterans Center, Hawai'i CC provides veterans and military-connected students with college admissions and VA benefits information. Workshops and advising sessions are held on campus and at the Veterans Center in Hilo ([IIC6-15](#), [IIC6-16](#)), and at the Pālanui campus ([IIC6-17](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

## **Evidence List**

|                         |  |
|-------------------------|--|
| <a href="#">IIC6-01</a> | RP 5.211, Admissions                               |
| <a href="#">IIC6-02</a> | Nursing Admission Information                      |
| <a href="#">IIC6-03</a> | RP 5.212, Early Admission Policies                 |
| <a href="#">IIC6-04</a> | College Catalog, Admission and Registration        |
| <a href="#">IIC6-05</a> | How to Apply Webpage                               |
| <a href="#">IA1-04</a>  | College Catalog, Hawai'i CC Degrees & Certificates |
| <a href="#">F-07</a>    | College Catalog, Curricula and Programs            |
| <a href="#">IC1-01</a>  | Programs of Study Webpage                          |
| <a href="#">IIC6-06</a> | STAR "What If Journey"                             |
| <a href="#">IIC6-07</a> | STAR Pinning Flyer                                 |
| <a href="#">IIC6-08</a> | STAR Pinned Pathway                                |
| <a href="#">IIC6-09</a> | 15 to Finish Webpage                               |
| <a href="#">IIC6-10</a> | Academic Advising Syllabus                         |

|                         |  |
|-------------------------|--|
| <a href="#">F-11</a>    | UH System Course Transfer Database                           |
| <a href="#">IIC6-11</a> | Transfer 101 Workshop Flyer                                  |
| <a href="#">IIC6-12</a> | Transfer Activities Data                                     |
| <a href="#">IIC6-13</a> | Career Center Webpage  |
| <a href="#">IIC6-14</a> | Career & Resource Fair Flyer                                 |
| <a href="#">IIC6-15</a> | Military-Connected 101 Workshops Flyer                       |
| <a href="#">IIC6-16</a> | Veterans/Dependents/Service Connected Advising in Hilo Flyer |
| <a href="#">IIC6-17</a> | Veterans/Dependents/Service Connected Advising in Kona 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**

Hawai'i CC follows an open admission policy, so it does not use admissions instruments as described in Standard II.C.6. It does, however, evaluate its placement instruments at the UH System level. Hawai'i CC requires that all students entering degree and certificate programs, before registering for classes, demonstrate placement into mathematics, reading, writing, and/or ESL by either completing placement testing or submitting eligible self-placement qualifier information. HAW 5.501, Placement Testing, provides guidance and procedures for the placement process ([IIC7-01](#)).

Students can self-place utilizing multiple measures ([IIC7-02](#)). Students without any of the listed measures will complete Accuplacer or EdReady as a placement qualifier, as appropriate. Hawai'i CC has used Accuplacer since 2016 and EdReady since 2020 ([IIC7-03](#)). The effectiveness of Accuplacer, EdReady, and other placement tools are evaluated by the UHCC System along with input from various college test centers ([IIC7-04](#), [IIC7-05](#)). Upon evaluation, any necessary changes are implemented.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College, along with the UHCC System, regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. The College demonstrates a commitment to quality placement practices by providing multiple qualifiers for student placement.

### **Evidence List**

|                         |  |
|-------------------------|--|
| <a href="#">IIC7-01</a> | HAW 5.501, Placement Testing                       |
| <a href="#">IIC7-02</a> | Placement Qualifiers and Test Cut Off Scores Sheet |
| <a href="#">IIC7-03</a> | Memorandum, English and Mathematics Placement      |
| <a href="#">IIC7-04</a> | UH System Test Centers Agenda                      |
| <a href="#">IIC7-05</a> | Summary of UHCC Placement Review                   |

## **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 EP 2.214, Institutional Data Classification Categories and Information Security Guidelines ([IIC8-01](#)), and EP 2.215, Institutional Data Governance ([IIC8-02](#)), which provides the framework for specific practices and procedures associated with systems and files that contain sensitive, personal and confidential information. The policies protect information such as student records and health information from inappropriate disclosure. Individuals who require access to sensitive information as necessary for the effective execution of their duties must complete mandatory training per AP 2.215, Mandatory Training on Data Privacy and Security ([IIC8-03](#)).

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 submitted via Med+Proctor, and stored electronically or as hard copies in locked file cabinets ([IIC8-04](#)). Counseling and mental health records are also stored electronically and/or in locked filing cabinets.

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, Procedures Relating to Protection of the Educational Rights and Privacy of Students ([IIC8-05](#)). 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 meets this standard. The College 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.

## Evidence List

- [IIC8-01](#) EP 2.214, Institutional Data Classification Categories and Information Security Guidelines
  - [IIC8-02](#) EP 2.215, Institutional Data Governance
  - [IIC8-03](#) AP 2.215, Mandatory Training on Data Privacy and Security
  - [IIC8-04](#) Memorandum, Update to Health Clearance Process
  - [IIC8-05](#) AP 7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students
-

## Conclusions on Standard II.C: Student Support Services

Hawai'i CC regularly evaluates feedback on student services through unit reviews. This feedback is used to inform the improvement of its services with the goal of continually striving to meet all student needs. With its academic programs offered at various locations, in addition to DE offerings, the College delivers many options to students on accessing services. Students are able to receive those services in-person, online, via videoconference, or over the telephone. Regardless of service delivery means, all students receive quality support that enables them to be successful and further advances the College's mission.

The College has developed policies and procedures that guide its work to provide students with timely and accurate degree, certificate and transfer information. Utilizing the participatory governance, student support services are provided to support and advance the academic pursuits of its students. Professional development opportunities are promoted within the institution to ensure that employees are knowledgeable about the information students need to reach their academic goals.

### Improvement Plan(s)

| Standards | Improvement Plan              | Leads | Timeline   | Expected Outcome   |
|-----------|-------------------------------|-------|------------|--|
| II.C.4    | Rebuild Student Life capacity | VCSA  | AY 2024-25 | Increase student engagement in co-curricular activities. |



## Standard III Resources

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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.B. Physical Resources

### III.C. Technology Resources

### III.D. Financial Resources



*Hawai'i CC Geography Class*



## III.A. Human Resources

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**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

Hawai'i CC 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) ([IIIA1-01](#))
- Faculty ([IIIA1-02](#))
- Administrative, Professional, and Technical (APT) ([IIIA1-03](#))
- Civil Service ([IIIA1-04](#)).

The first three groups are approved by the University of Hawai'i (UH) 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 require the UH president and/or BOR approval. Personnel policies and procedures are in place to ensure integrity and consistency in the qualifications and hiring of BOR positions ([IIIA1-05](#), [IIIA1-06](#), [IIIA1-07](#)). The civil service group ([IIIA1-08](#)) falls under the jurisdiction of the State of Hawai'i Department of Human Resources Development (DHRD). 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) ([IIIA1-09](#)). Generally, the primary hiring decision and compliance with Equal Employment Opportunity and Affirmative Action (EEO/AA) and OHR procedures in the hiring process are the responsibility of the College, subject to review and consultation with the UH System ([IIIA1-10](#), [IIIA1-11](#)).

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 EEO/AA coordinator reviews the PD for compliance before the position is posted.

All vacant positions are posted on the publicly accessible UH website ([IIIA1-12](#)). Campuses also have the option to advertise nationally. Advertisements are prepared in accordance with the UH BOR policies ([IIIA1-13](#)), executive policies ([IIIA1-14](#)), and administrative procedures ([IIIA1-15](#)); the College's EEO/AA policy ([IIIA1-10](#)); collective bargaining

agreements ([IIIA1-16](#)); and state and federal non-discrimination laws. Instructions for applying are provided on the UH website based on the classification of the PD. Applications are screened by the College's Human Resources (HR) for minimum qualifications (MQs), and degree(s) conferred are verified with official transcripts.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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 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.

### **Evidence List**

- [IIIA1-01](#) Executive and Managerial Classification - OHR Webpage
- [IIIA1-02](#) Faculty Classification - OHR Webpage
- [IIIA1-03](#) Administrative, Professional and Technical Classification - OHR Webpage
- [IIIA1-04](#) Civil Service Classification - OHR Webpage
- [IIIA1-05](#) AP 9.570, Appointment Procedure for Board of Regents Personnel
- [IIIA1-06](#) AP 9.540, Recruitment and Selection of Faculty and APT Personnel
- [IIIA1-07](#) RP 9.212, Executive and Managerial Personnel Policies
- [IIIA1-08](#) Civil Service Recruitment - OHR Webpage
- [IIIA1-09](#) UH Office of Human Resources Webpage
- [IIIA1-10](#) Haw 9.900, EEO/AA Policy
- [IIIA1-11](#) EEO/AA Webpage
- [IIIA1-12](#) Career Opportunities at the UH Webpage
- [IIIA1-13](#) BOR Policies, Chapter 9 Personnel
- [IIIA1-14](#) Executive Policies, Chapter 9 Personnel
- [IIIA1-15](#) Administrative Procedures, Chapter 9 Personnel
- [IIIA1-16](#) Union Member Employees - OHR Webpage

**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**

Hawai'i CC evaluates faculty qualifications via a rigorous application and screening process as outlined in UH policies and procedures ([IIIA1-06](#)). The application for faculty requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities. 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. The factors of faculty qualifications are outlined in posted PDs ([IIIA2-01](#)) and are substantiated through the application process. 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.

Hawai'i CC follows guidelines set forth by BOR Policy (RP) 9.214 that establishes standards for the level of assignment for the instructional component of faculty responsibilities ([IIIA2-02](#)). 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 ([IIIA2-03](#)), including duties, academic qualifications, job descriptions, and MQs are established at the UHCC level for all faculty ([IIIA2-04](#)). Academic qualifications for lecturers are identical to those for other faculty. The College uses these factors in hiring, retention, and promotional decisions.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IIIA1-06](#) AP 9.540, Recruitment and Selection of Faculty and APT Personnel
- [IIIA2-01](#) Position Description, Social Sciences
- [IIIA2-02](#) RP 9.214, Teaching Assignments for Instructional Faculty
- [IIIA2-03](#) EP 5.221, Classification of Faculty
- [IIIA2-04](#) OVPCC - Minimum Qualifications Guidelines

**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**

Hawai'i CC follows policies and procedures pertaining to duties, academic qualifications, and job descriptions for all administrators ([IIIA3-01](#)) and other personnel ([IIIA3-02](#)) established by the UH System. 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 HR.

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 ([IIIA1-06](#)). The application form for E/M positions is the same as for APT positions. The application is through NeoGov and is submitted online ([IIIA1-12](#)). The applicants are required to provide evidence of qualifications, listing of relevant degrees and other training, professional and teaching experience, scholarly activities, membership, licenses, service, honors, and/or activities. Other submittals are transcripts, resumes, references, and other supporting documents.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IIIA3-01](#) Executive / Managerial Policies Webpage
- [IIIA3-02](#) APT Policies Webpage
- [IIIA1-06](#) AP 9.540, Recruitment and Selection of Faculty and APT Personnel
- [IIIA1-12](#) Career Opportunities at the UH Webpage

**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 application requirements of PDs ([IIIA2-01](#)) posted on the UH website ([IIIA1-12](#)). Degrees from institutions outside of the United States are checked for equivalency by referring to the National Association of Credential Evaluation Services ([IIIA4-01](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IIIA2-01](#) Social Sciences Position Description
- [IIIA1-12](#) Career Opportunities at the UH Webpage
- [IIIA4-01](#) NACES Website

**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 BOR policies ([IIIA1-13](#)), executive policies ([IIIA1-14](#)), and administrative procedures ([IIIA1-15](#)); the College's EEO/AA policy ([IIIA1-10](#)); and appropriate collective bargaining agreements ([IIIA1-16](#)).

RP 9.213, Evaluation of BOR Appointees, provides guidelines and specific procedures to evaluate E/M, faculty, and APT personnel periodically ([IIIA5-01](#)). 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 and are evaluated annually as specified in RP 9.212, Executive and Managerial Personnel Policies ([IIIA1-07](#)), and in accordance with UHCCP 9.202, Executive Employees Performance Evaluation ([IIIA5-02](#)). The evaluation also includes a survey using the UH System's 360° Survey tool ([IIIA5-03](#)) 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 2021-2025 UHPA-BOR Contract, Article XII, Tenure and Service ([IIIA5-04](#)). Dossiers for faculty include analyses of performance, student (for instructional faculty) and peer evaluations, job duties, and service to the College and community. During a probationary period, tenure-track employees submit dossiers to apply for contract renewal every two years ([IIIA5-05](#)). After the probationary period, tenured faculty are required to submit a post-tenure review document every five years as specified in UHCCP 9.203, ([IIIA5-06](#)) and Hawai'i CC Policy (HAW) 9.203 ([IIIA5-07](#)).

Lecturers are evaluated once each year, once every two years, or once every four years depending on position level as specified by UHCCP 9.104 ([IIIA5-08](#)) and HAW 9.104 ([IIIA5-09](#)). The evaluation must include a peer evaluation, student evaluations submitted through the Course Evaluation System (CES) ([IIA7-04](#)), 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 (VCAA) who notifies the lecturer if he/she remains in good standing and is eligible for assignment to classes.

APT personnel are evaluated annually from November 1 to October 31 in accordance with Administrative Procedure (AP) 9.170 ([IIIA5-10](#)) using the UH performance evaluation system ([IIIA5-11](#)).

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 of the DHRD ([IIIA5-12](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College adheres to established policies and procedures related to the performance evaluation of all personnel.

### **Evidence List**

- [IIIA1-13](#) BOR Policies, Chapter 9 Personnel
- [IIIA1-14](#) Executive Policies, Chapter 9 Personnel
- [IIIA1-15](#) Administrative Procedures, Chapter 9 Personnel
- [IIIA1-10](#) Haw 9.900, EEO/AA Policy
- [IIIA1-16](#) Union Member Employees - OHR Webpage
- [IIIA5-01](#) RP 9.213, Evaluation of BOR Appointees
- [IIIA1-07](#) RP 9.212, Executive and Managerial Personnel Policies
- [IIIA5-02](#) UHCCP 9.202, Executive Employees Performance Evaluation
- [IIIA5-03](#) 360° Survey Webpage
- [IIIA5-04](#) 2021-2025 UHPA-BOR Contract, Article XII Tenure and Service
- [IIIA5-05](#) Online Tenure & Promotion and Contract Renewal System Webpage
- [IIIA5-06](#) UHCCP 9.203, Faculty Five-Year Review
- [IIIA5-07](#) HAW 9.203, Faculty Five-Year Review
- [IIIA5-08](#) UHCCP 9.104, Lecturer Evaluation
- [IIIA5-09](#) HAW 9.104, Lecturer Evaluation
- [IIA7-04](#) Course Evaluation System Webpage
- [IIIA5-10](#) AP 9.170, Performance Evaluation
- [IIIA5-11](#) UH Performance Evaluation System Webpage
- [IIIA5-12](#) DHRD - Performance Appraisal System Webpage

**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**

In spring 2024, Hawai'i CC employed a total of 80 qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services ([IIIA7-01](#)). Of these individuals, 63 are instructional faculty and 17 are other faculty positions. The College also has a pool of 84 lecturers who are hired on an as-needed basis.

The State Legislature allocates established positions as shown on the College's organizational chart ([D-01](#)). Faculty and instructional needs for all delivery modes are identified in comprehensive program and unit reviews ([IA2-06](#)). When an instructional faculty position is vacated by retirement, termination, or resignation, the deans and VCAA determine if the position should be recruited for replacement.

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.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

[IIIA7-01](#) Faculty and Staff Report  
[D-01](#) Organizational Chart  
[IA2-06](#) Program & Unit Reviews Webpage

**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**

Hawai'i CC provides a number of online resources for all faculty, including part time and adjunct, on its website. The "Resources for Faculty & Staff" webpage contains links to a variety of resources, including evaluation and professional development information ([IIIA8-01](#)). The College's website also includes information about the College, documents and resources, policies and procedures, campus communication, campus services, professional development, and emergency procedures for all employees ([IIIA8-02](#)).

Division/department chairs provide orientation and oversight for all faculty. Part time and adjunct faculty are invited and encouraged to participate in division/department and All College meetings. Professional development covering a wide range of topics is provided to all faculty during convocation week ([IIIA8-03](#)) and throughout the year. The College provides funding for faculty, lecturers, and staff to attend various professional development opportunities, including the annual Hawai'i Student Success Institute (HSSI) ([IB1-03](#)).

As described in Standard III.A.5, the College follows established policies and procedures for the performance evaluation of all faculty.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College utilizes multiple policies and practices to provide orientation, oversight, evaluation, and integration of all faculty, including part time and adjunct, into the life of the institution. Resources are provided for rich professional development opportunities and support for all faculty.

### **Evidence List**

- [IIIA8-01](#) Resources for Faculty & Staff Webpage
- [IIIA8-02](#) Employee Handbook Webpage
- [IIIA8-03](#) Convocation Week Flyer
- [IB1-03](#) Hawai'i Student Success Institute Webpage

**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**

Hawai'i CC employed, as of spring 2024, a total of 75 qualified staff to support the effective educational, technological, physical, and administrative operations of the institution ([IIIA7-01](#)). Of these individuals, 35 are APT positions and 40 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 overseen by the OHR ([IIIA1-09](#)). The College has Band A and B APT positions, based on a salary schedule for 9-month and 11-month employees ([IIIA9-01](#)) and assigned to pay bands ([IIIA9-02](#)) 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, support, property protection, medical support, labor, custodial, trades, and equipment operation. The OHR is delegated authority to classify civil service positions. The DHRD ([IIIA9-03](#)) maintains the Class Specifications and Minimum Qualification Requirements and Compensation Plan ([IIIA9-04](#)) for each position.

Established positions are allocated by the State Legislature as shown on the College's organizational chart ([D-01](#)). 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 annual or comprehensive program and unit reviews. Based on evaluations of comprehensive reviews, if a new position needs to be created, supervisors work in consultation with HR representatives to determine the duties, responsibilities, and the MQs of the position.

As described in Standard III.A.1, applicants for employment must meet MQs and supply credentials, including documentation and official transcripts to verify education and experience, which are required upon offer of employment for each position posted on the UH website ([IIIA1-12](#)). Final decisions on hiring are made at the chancellor level.

As a result of the pandemic, the College had select staff positions frozen or swept in anticipation of a budgetary crisis. The UH System has unfrozen positions and the College is requesting certain positions that were swept to meet its educational needs. Also, there was some attrition of staff with retirements, relocations, or transfers. As of spring 2024, the College had 33 vacancies and thus made it a priority to fill as many positions as possible. Processes are being put in place to improve and streamline the human resources workflow and expedite hiring processes.

### **Analysis and Evaluation**

Hawai'i CC does not meet this standard. The College is making progress to ensure that there is sufficient qualified staff to support the operation of the institution. Program and unit review and assessment provide a venue to assess capacity needs in support areas to fulfill the institutional mission and goals. The College is working to fill vacancies, which has faced challenges due to the pandemic, hiring freezes, elimination of positions and recruitment difficulties. The College is working to improve and streamline its processes to maintain a sufficient number of staff with appropriate credentials to provide operational and administrative support.

### **Evidence List**

- [IIIA7-01](#) Faculty and Staff Report
- [IIIA1-09](#) UH Office of Human Resources Webpage
- [IIIA9-01](#) Salary Schedules by Employee Type - OHR Webpage
- [IIIA9-02](#) APT Band Definitions
- [IIIA9-03](#) Department of Human Resource Development Webpage
- [IIIA9-04](#) Class Specifications Minimum Qualification Requirements
- [D-01](#) Organizational Chart
- [IIIA1-12](#) Career Opportunities at the UH Webpage

**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**

Hawai'i CC is guided by UH Executive Policy (EP) 9.212 ([IIIA10-01](#)) that specifies individual executive/managerial (E/M) positions that are established with specific duties and responsibilities that reflect managerial and leadership requirements necessary to carry out the strategic directions and mission of the University. Only the UH 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. The staffing levels for E/M employees are reviewed and compared across the UHCC System.

Hawai'i CC has a total of nine E/M positions ([IIIA10-02](#)):

- 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 Center, West Hawai'i)
- Director, Kō Education Center
- Dean of Career and Technical Education
- Dean of Liberal Arts and Sciences

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 UH president or BOR. E/M positions are provided with University Leadership Orientation as specified in EP 2.211 ([IIIA10-03](#)).

**Analysis and Evaluation**

Hawai'i CC meets this standard. 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 its strategic plan.

**Evidence List**

[IIIA10-01](#) EP 9.212, Executive/Managerial Classification and Compensation

[IIIA10-02](#) College Catalog, Administration

[IIIA10-03](#) 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

Hawai'i CC is guided by personnel policies and procedures established at multiple levels that are available for review, including BOR policies ([IIIA1-13](#)), executive policies ([IIIA1-14](#)), administrative procedures ([IIIA1-15](#)), UHCC System policies ([IIIA11-01](#)), DHRD policies ([IIIA11-02](#)), and College policies ([IIIA11-03](#)). Additionally, collective bargaining agreements govern personnel actions for covered employees ([IIIA1-16](#)).

New or revised policies and procedures are developed using a collaborative decision-making process with appropriate participation and consultation. The College's HR unit helps to ensure that personnel policies and procedures are equitably and consistently administered for the fair treatment of all personnel.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College establishes, publishes, and adheres to written personnel policies and procedures.

## Evidence List

- [IIIA1-13](#) BOR Policies, Chapter 9 Personnel
- [IIIA1-14](#) Executive Policies, Chapter 9 Personnel
- [IIIA1-15](#) Administrative Procedures, Chapter 9 Personnel
- [IIIA11-01](#) UHCC Policies
- [IIIA11-02](#) DHRD Policies
- [IIIA11-03](#) Hawai'i CC Personnel Policies
- [IIIA1-16](#) Union Member Employees - OHR Webpage

**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 commits 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 EEO/AA under RP 1.205, Policy on Nondiscrimination and Affirmative Action ([IIIA12-01](#)), EP 1.202, University Statement of Nondiscrimination and Affirmative Action ([IIIA12-02](#)), AP 9.890, Equal Employment Opportunity/Affirmative Action ([IIIA12-03](#)), and HAW 9.900, Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy ([IIIA1-10](#)). The HR Unit ensures the College 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 ([IIIA12-04](#)). 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.

Working closely with the campus coordinators, administrators, faculty and staff, the UHCC Office of EEO/AA provides institutional leadership on promoting UH's commitment to a respectful and diverse working and learning environment ([IIIA12-05](#)). This office provides a full range of services that promotes the values of equality and diversity and ensures that campuses are in compliance with applicable federal and state laws, executive orders, and university and campus policies and procedures pertaining to equal opportunity and affirmative action.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IIIA12-01](#) RP 1.205, Policy on Nondiscrimination and Affirmative Action
- [IIIA12-02](#) EP 1.202, University Statement of Nondiscrimination and Affirmative Action
- [IIIA12-03](#) AP 9.890, Equal Employment Opportunity/Affirmative Action
- [IIIA1-10](#) HAW 9.900, Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy
- [IIIA12-04](#) Hawai'i CC Human Resources Webpage
- [IIIA12-05](#) UHCC Office of EEO/AA Webpage

## **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**

Hawai'i CC's personnel are considered State of Hawai'i employees and are therefore governed by the State Ethics Code, Chapter 84, Hawai'i Revised Statutes ([IIIA13-01](#)). 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 UHCCP 5.211 ([IC7-04](#)) based on the adoption of the American Association of University Professors (AAUP) Statement on Professional Ethics ([IIIA13-02](#)). 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.

RP 12.201 also sets forth ethical standards of conduct in research and scholarly activities ([IIIA13-03](#)). EP 12.211 sets forth policies and procedures for responding to allegations of research and scholarly misconduct ([IIIA13-04](#)). 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, AP 8.025 outlines responsibilities of employees who perform or have authority for fiscal and administrative functions ([IIIA13-05](#)).

All employees are also required to file the UH Conflicts of Interest Disclosure Form ([IIIA13-06](#)) in accordance with EP 12.214 ([IIIA13-07](#)). When a conflict of interest situation arises, the guidelines in AP 5.504, Procedures for Disclosing and Addressing Conflicts of Interest and Commitment ([IIIA13-08](#)) set forth policies and procedures for determining the appropriate action for conflict resolution and possible implementation of a management plan. The UH Office of Research Compliance ensures that research conducted at UH is performed in an ethical and responsible manner ([IIIA13-09](#)). The case may also be referred to the UH Conflict of Interest Committee ([IIIA13-10](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

- [IIIA13-01](#) Hawai'i Revised Statutes, Chapter 84, Standards of Conduct
- [IC7-04](#) UHCCP 5.211, Statement on Professional Ethics (Faculty)
- [IIIA13-02](#) AAUP Statement on Professional Ethics
- [IIIA13-03](#) RP 12.201, Ethical Standards of Conduct
- [IIIA13-04](#) EP 12.211, Policy for Responding to Allegations of Research and Scholarly Misconduct
- [IIIA13-05](#) AP 8.025, Fiscal Responsibilities within the University
- [IIIA13-06](#) UH Conflicts of Interest Disclosure Form Webpage
- [IIIA13-07](#) EP 12.214, Conflicts of Interest and Commitment
- [IIIA13-08](#) AP 5.504, Procedures for Disclosing and Addressing Conflicts of Interest and Commitment
- [IIIA13-09](#) UH Office of Research Compliance Webpage
- [IIIA13-10](#) UH Conflict of Interest Committee Webpage

**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**

Hawai'i CC's commitment to promoting lifelong learning within the Kauhale is also demonstrated with its support for the professional development of its faculty and staff. The College promotes professional development opportunities for all personnel through college-based workshops, professional training, local and national conferences, and sabbatical leave ([IIIA14-01](#)).

The College and UHCC System support numerous professional development activities to enhance job knowledge and stay current with trends in higher education programs and services including, but not limited to the following: The President's Emerging Leaders Program (PELP) ([IIIA14-02](#)), WO Learning Champions ([IIIA14-03](#)), UHCC Leadership Champions ([IIIA14-04](#)), Hawai'i Student Success Institute ([IB1-03](#)), Innovative Educators Webinars ([IIC5-17](#)), and Hawai'i Great Teachers Seminar ([IIIA14-05](#)). The College has also increased collaboration with other campuses and UHCC/UH System instructional designers to expand professional development opportunities.

Throughout the year, the Faculty/Staff Development Committee ([IIA2-03](#)), a standing committee of the College Council (a college wide governing body with representatives from all major campus constituencies), coordinates professional development activities to help create a 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 College. This committee evaluates its offerings through participant surveys and annually reports its findings to the College Council ([IIIA14-06](#)).

In addition, the Instructional Technology Support Office (ITSO) ([IIA2-04](#)), part of the Academic Support unit, provides training and instructional design support to guide the development, delivery, and revision of distance education courses with new technologies and strategies that enhance the achievement of student learning outcomes. ITSO also administers a digital badging program to help recognize, validate, and share efforts in creating significant learning experiences and innovating ones teaching and work through the use of technology. ITSO evaluates its professional development services through web-based surveys to make improvements and formulate action plans which are reported to CERC with its annual unit review ([IIIA14-07](#)).

Tuition waivers ([IIIA14-08](#)) are offered to eligible UH personnel. These waivers allow personnel to take up to six credits of UH courses per semester across UH campuses. This initiative encourages "lifelong learning" because it enables personnel to continue their education while working.

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College provides a wide range of professional development opportunities for employees including campus-based training; systemwide leadership development programs and conferences; state, national, and international travel grants; online webinar access; sabbatical leaves; and UH tuition waivers. Evaluations of professional development activities are used for future planning and improvement efforts.

## **Evidence List**

- [IIIA14-01](#) Sabbatical Leave Application
- [IIIA14-02](#) President's Emerging Leaders Program Webpage
- [IIIA14-03](#) WO Learning Champions Webpage
- [IIIA14-04](#) UHCC Leadership Champions Webpage
- [IB1-03](#) Hawai'i Student Success Institute Webpage
- [IIC5-17](#) Innovative Educators Webinars Flyer
- [IIIA14-05](#) Hawai'i Great Teachers Seminar Registration
- [IIA2-03](#) Faculty/Staff Development Committee Webpage

[IIIA14-06](#) Faculty/Staff Development Committee Annual Report  
[IIA2-04](#) ITSO Webpage  
[IIIA14-07](#) ITSO Annual Unit Report  
[IIIA14-08](#) Tuition Waiver - OHR Webpage

**III.A.15 The institution makes provisions 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**

Hawai'i CC maintains the security and confidentiality of personnel records in accordance with state and federal laws and regulations. The College makes provisions to maintain and secure E/M, faculty, and APT personnel records by HR ([IIIA12-04](#)) in accordance with AP 9.075 ([IIIA15-01](#)). Also, student employee records are maintained by supervisors. Civil service personnel records are maintained and secured by OHR ([IIIA1-09](#)) in accordance with DHRD Policy 701.002 ([IIIA15-02](#)).

UH employees, including student hires, who access sensitive information are required to sign UH Form 92 – General Confidentiality Notice ([IIIA15-03](#)). This form acknowledges that the employee understands that sensitive and confidential information must be protected in accordance with EP 2.210 ([IIIA15-04](#)), which provides procedures and practices for the acceptable use and management of all information technology resources, and with EP 2.214 ([IIIA15-05](#)), which provides the framework for specific procedures and practices associated with systems and files that contain sensitive, personal, and confidential information.

Employees may view their personnel records by appointment by contacting the HR office. Procedures governing an employee's access to their records are found in AP 9.025 ([IIIA15-06](#)). 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 HRS, Chapter 92F, Part III ([IIIA15-07](#)). Under this procedure, employees seeking access to their records submit a request form to the designated custodian of the personal record.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College makes provision for the security and confidentiality of personnel records through established policies and procedures in compliance with federal and state laws and regulations. Employees may request to view their personnel records by following established procedures.

### **Evidence List**

[IIIA12-04](#) Hawai'i CC Human Resources Webpage  
[IIIA1-09](#) UH Office of Human Resources Webpage  
[IIIA15-01](#) AP 9.075, Personnel Records - BOR Appointees  
[IIIA15-02](#) DHRD Policy 701.002, Employee-Related Personnel Files  
[IIIA15-03](#) UH Form 92, General Confidentiality Notice  
[IIIA15-04](#) EP 2.210, Use and Management of Information Technology Resources  
[IIIA15-05](#) EP 2.214, Institutional Data Classification Categories and information Security

## Guidelines

[IIIA15-06](#) AP 9.025, Fair Information Practice (Confidentiality of Personal Records)

[IIIA15-07](#) HRS, Chapter 92F, Part III Disclosure of Personal Records

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### Conclusions on Standard III.A: Human Resources

Hawai'i CC engages in hiring practices which are supported by State, BOR, UH System, UHCC, and Hawai'i CC policies, procedures and regulations. The recruitment process is well defined, including the decision to recruit; the structure of hiring committees and how they differ for different constituent groups; the establishment and review of minimum qualifications; the interview and selection of a candidate; and the orientation of a new hire. Supervision and evaluation are clearly stated in job descriptions, collective bargaining agreements and employee handbooks. Committees contribute to the quantity and type of professional development offered, in particular to faculty. Since the last accreditation, there has been a significant turnover in personnel at Hawai'i CC complicated by the pandemic, hiring freezes, elimination of positions, retirements, and recruitment and retention difficulties. In response to the evolving employment landscape, the College strives to continually improve the efficiency and effectiveness of the recruitment and retention processes and developed a priority plan as part of the QFE.

### Improvement Plan(s)

| Standard | Improvement Plan  | Leads   | Timeline | Expected Outcome   |
|----------|---|---|----------|--|
| III.A.9  | Fill vacancies <ul style="list-style-type: none"><li>Analyze staffing levels.</li><li>Improve personnel hiring workflow to streamline and promote efficiency.</li><li>Build and maintain the wellbeing of the college .</li><li>Develop and implement programs/initiatives that foster a healthy workplace</li><li>Continuously gather data to improve programs and initiatives</li></ul> | Chancellor<br>VCAS<br>VCSA<br>VCAA<br>Human Resources<br>Hawai'i CC personnel | Ongoing  | Hire qualified staff, reduce vacancies, improve the hiring process, improve morale. Increased employee satisfaction and greater retention. |

## III.B. Physical Resources

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**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

Hawai'i CC offers courses, programs, and learning support services at the following three primary locations and one educational center ([IIIB1-01](#)):

The Manono campus, located in Hilo, consists of 20.7 acres with 28 buildings, some used by the University of Hawai'i at Hilo (UH Hilo). Facilities include a cafeteria, a student learning and testing center (under renovation spring 2024), faculty offices, a business office, counseling offices, admissions and records offices, administrative offices, an academic computing support office, classrooms, labs, facilities and maintenance offices, and vocational shops.

The 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 theater, 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.

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 several classrooms, science labs, culinary kitchen and bakery, a computer lab, a library/learning center, faculty offices, and support services. With 24,000 square feet of learning space dedicated to serving students, the facility has space for courses, programs, and learning support services. In addition to delivering Hawai'i CC classes, the Pāalamanui campus also hosts the University Center, West Hawai'i (UCWH), which provides access to distance programs delivered by other UH campuses to include certificates, bachelor's and master's degrees.

The Kō Education Center (KōEC), located in Honoka'a 40 miles north of Hilo with three buildings on the site, is an educational facility that provides services in this rural area. Originally under the management of UH Hilo, the center was transferred to Hawai'i Community College on July 1, 2019. There is a lease agreement with Hawai'i Health Systems for the use of this property and buildings. Facilities include a conference room, several classrooms for the college's general education and community use, a computer lab, a test proctoring room, an open-air pavilion for multi-purpose use, a parent/student room and faculty offices.

UH has a long-term use and occupancy agreement with Hawai'i Health Systems Corporation for the benefit of its Kona Community Hospital and Hawai'i CC. UH constructed a portable building on this property which is used to support the facility needs of the West Hawai'i Nursing program by providing classroom, office and storage space. Additionally, the space allows for clinical training and is used as a student learning resource center. The Pālanui campus continues to use and maintain this facility.

In addition to the locations that are maintained by the UH System, Hawai'i CC also offers classes at State Department of Education schools across Hawai'i Island. Classes are offered at Kanu O Ka 'Āina New Century Public Charter School and the public high schools of Hilo, Kea'au, Ka'ū, Kealahou, Kona, Kohala, Honoka'a, Pāhoehoe, and Waiākea. These facilities are maintained by the respective administrations at each of the school sites.

The UH System, UHCC System, and the College share responsibility for providing safe and sufficient physical resources. The UH System manages major capital projects. 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 issues. 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 ([IA2-06](#)). 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 AiM, 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, Pālanui and KōEC facilities ([IIIB1-02](#)). This 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. To provide safe and secure access to its campuses, Hawai'i CC Security Office controls vehicular access to the Manono and Pālanui campuses via gates at the driveways entering the campuses. On the UH Hilo campus, the UH Hilo administration ensures that facilities have appropriate access, safety, and security.

All four College facilities are ADA compliant, providing accessible walkways and buildings and requisite handicap parking stalls. Accessibility was added to the sidewalk fronting the Children's Center and the pathway within the Forestry greenhouse on Manono Campus. ADA compliant stalls were added to restrooms and each campus has clearly identified all-gender or gender neutral restrooms ([IIIB1-03](#), [IIIB1-04](#), [IIIB1-05](#)).

The College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), which includes 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 ([IIIB1-06](#)). 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, UHCCP 11.600 provides guidance regarding continual development and implementation of safety and security matters, including conditions for hiring and training College security officers ([IIIB1-07](#)). In addition to the campus security personnel located at the UH Hilo, Manono, Pālanui, and KōEC sites, the college also contracts for additional security services.

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 ([IIIB1-08](#)). The College also maintains a Hazardous Materials/Hazardous Waste Management Program ([IIIB1-09](#)).

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

- Automated External Defibrillators (AED) located throughout campuses and all security personnel are trained and certified in AED/CPR/First Aid
- Security cameras at the Manono and Pālanuanui campuses
- Campus directory and maps located throughout campuses.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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, and an additional five security positions were added in 2023. 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.

## Evidence List

|                          |   |
|--------------------------|---|
| <a href="#">IIIB1-01</a> | Campus Maps   |
| <a href="#">IA2-06</a>   | Program & Unit Reviews Webpage                                    |
| <a href="#">IIIB1-02</a> | Campus Security Webpage   |
| <a href="#">IIIB1-03</a> | Manono All Gender Bathroom  |
| <a href="#">IIIB1-04</a> | Pālanuanui All Gender Bathroom                                    |
| <a href="#">IIIB1-05</a> | UH Hilo Campus Map  |
| <a href="#">IIIB1-06</a> | Annual Security Report  |
| <a href="#">IIIB1-07</a> | UHCCP 11.600, Safety and Security Programs                        |
| <a href="#">IIIB1-08</a> | UHCC Environmental Health Webpage                                 |
| <a href="#">IIIB1-09</a> | Hawai'i CC Hazardous Materials/Hazardous Waste Management Program |

**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 the eFacilities AiM system ([IIIB2-01](#)), a computerized maintenance management system that is used for campus work requests. As work requests for the Manono campus location are submitted via 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 five 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 ([IIIB2-02](#)). 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.

To modify, renovate, expand, or update a facility, programs and units submit a facilities modification request form ([IIIB2-03](#)). Upon approval by the College administration and the UHCC System Office of Capital Improvements the requested modification is added to the Hawai'i CC CIP. Approved projects require funding from either the College or the UHCC System. A need for additional 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 (estimated at less than \$5 million and that modernize classrooms/learning environments), and Major CIP Line Item Projects (typically exceed \$5 million and include new construction and renovation).

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.

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 broadband digital network connecting all campuses, learning centers, libraries, and Hawai'i State 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. Additional equipment was purchased with the Higher Education Emergency Relief Fund (HEERF), allowing more classrooms to be equipped with technology resources such as computers, monitors, TVs, speakers, cameras and projectors ([IIIB2-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. 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.

## Evidence List

- [IIIB2-01](#) eFacilities AiM System Webpage
- [IIIB2-02](#) IT Comprehensive Unit Review
- [IIIB2-03](#) Facilities Modification Request Form
- [IIIB2-04](#) HEERF Report

**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

Hawai'i CC 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 as described in Standards III.B.1-2.

Visual inspections are conducted as needed in conjunction with the FEH, and evaluations are made regarding the prioritizing of new projects. Along with visual inspections, 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 ([IIIB3-01](#)).

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 ([IIIB3-02](#)). The College works with UH Hilo to effectively use space on this shared campus.

## Analysis and Evaluation

Hawai'i CC meets this standard. The UHCC System provides support for physical resources through 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.

## Evidence List

- [IIIB3-01](#) Facility Renewal Reinvestment Study 2023 Update  
[IIIB3-02](#) 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

Hawai'i CC's major projects are submitted through the UH System Office of Project Delivery ([IIIB4-01](#)). 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 (AVPAA) oversees major repair and maintenance projects ([IIIB4-02](#)).

In November 2022, the UH System released its 6-Year Capital Improvement Projects Plan, which spans 2024-2029 ([IIIB4-03](#)). Currently, UH'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. UH 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.

Hawai'i CC's long-range capital goals reflect the projected costs of facilities and equipment. The College has developed Long Range Development Plans (LRDPs) which incorporate institutional improvement goals and provide facility cost projections. The UH System and UHCC System manage the total cost of ownership for new facilities. 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 LRDPs for the Manono campus (located on the east-side of Hawai'i Island) and Pālanui campus (located on the west-side) which are still relevant and applicable. The Hawai'i CC Manono Campus Long Range Development Plan 2010 Revision and Update ([IIIB4-04](#)) details an expanded campus at the Manono site and addresses needed infrastructure upgrades to aging facilities including new buildings, additional parking, and improved communal areas. The University of Hawai'i Center – West Hawai'i Long Range Development Plan 2009 Revision and Update ([IIIB4-05](#)) established the Pālanui campus to be developed in four phases allowing for the expansion of instructional programs and course offerings to the students of West Hawai'i. Phase 1 has been completed thus far.

#### Analysis and Evaluation

Hawai'i CC meets this standard. 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 committed to providing educational institutions throughout the island, with the Manono campus engaged in

remodeling/updating its facilities, the Pālanuanui campus focused on renovations, and the KōEC undertaking both renovations and expansion of its facilities.

While the LRDPs for Manono campus and Pālanuanui are dated 2010 and 2009 respectively, the plans remain relevant, providing directional growth potential for Hawai'i CC. The LRDP is updated as needed so that the plans remain adaptive and responsive to changes in educational and community needs, technological advancements and sustainable practices.

### **Evidence List**

- [IIIB4-01](#) UHCC Capital Improvement Projects Webpage
  - [IIIB4-02](#) UHCC Facilities and Environmental Health Webpage
  - [IIIB4-03](#) UH 6-Year CIP Plan
  - [IIIB4-04](#) Manono Campus LRDP 2010 Revision and Update
  - [IIIB4-05](#) UHCWH LRDP 2009 Revision and Update
- 

### **Conclusions on Standard III.B: Physical Resources**

Hawai'i CC's physical resources are maintained and improved according to rigorous standards and regular internal and external reviews. Safety and providing a conducive instructional environment are priorities in maintenance and facilities planning. The FEH, in coordination with the VCAS and Facilities Manager, prioritizes maintenance projects. Small repairs are managed through a work-order system. The program review process is utilized to prioritize larger requests submitted from departments across campus. The 6-Year CIP Plan relies on evidence of impacts on student access, success and safety to evaluate requests. The Plan guides long term projects and the overall direction of the College's physical resources and capital projects.

### **Improvement Plan(s)**

None

## **III.C. Technology Resources**

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**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 CC provides technology resources at its primary campuses and remote locations. The College provides technology support to meet current learning, teaching, communications, and operational needs at all locations. As technology evolves, Hawai'i CC resources change and adapt appropriately to meet the needs of the College, as well as the community it serves.



Computer Services and Media Services provide support for academic and administrative computing and communications technologies, as well as maintenance of faculty/staff/administration computers, network infrastructure (fiber optic, 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 ([F-24](#)). Occasionally, network infrastructure decisions may be mandated or driven by UH System changes made by UH Information Technology Services (ITS). Other technology decisions are made in consultation with relevant stakeholders, including administration, faculty, staff, funding agencies, grant funders, and community partners.

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 setup and support for the purchased equipment is provided.

Classroom, lab, and the majority of administrative and staff desktop computers are on a four-year hardware replacement cycle. Typically, the oldest systems on the replacement cycle are replaced first. Remaining computers, depending on availability, are refreshed/recycled with more memory and upgraded storage added, and these are then assigned to faculty and/or lecturers as needed.

Computer Services reviews software prior to purchase to ensure compatibility with existing hardware and/or software and also installs standard software products ([IIIC1-01](#)) ([IIIC1-02](#)). In addition, divisions and departments may purchase specialized software for use on networked or individual computers ([IIIC1-03](#)). Provisions for reliability, disaster recovery, privacy, and security are described further in Standard III.C3.

In addition to the telephone and voicemail system, the College uses a variety of communication technologies, including Zoom and other forms of videoconferencing, which are used regularly to facilitate meetings between Hilo, Pālanui, and KōEC, as well as to link to other UH campuses and to conduct distance learning (DE) courses. The College offers DE through a variety of modes including the internet and videoconferencing. DE technology support includes dedicated computers on all campuses that are configured with audio and cameras, wired and wireless internet access, and classrooms with videoconferencing capabilities.

Design, development, and oversight of the administration of the College's website ([F-28](#)) is conducted by Hawai'i CC's web developer ([IIIC1-04](#)).

The UH System relies on email as the primary means of communication, issuing employee and student email accounts through the Google platform. The College also maintains several social media accounts, including Facebook ([IIIC1-05](#)), Flickr ([IIIC1-06](#)), YouTube ([IIIC1-07](#)), and Instagram ([IIIC1-08](#)). 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 (LMS) ([IIIC1-09](#)). It is maintained by UH System IT support, available daily by phone from 7a.m. to 11 p.m. and by email 24 hours per day ([IIIC1-10](#)). After a systemwide LMS review, the UH System is transitioning to Brightspace by D2L (Lamakū) in 2024-2025 ([IIIC1-11](#)).

All Hawai'i CC classrooms are equipped with an instructor workstation that includes a computer and visual presenter. 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/copier.

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 off-site locations (see Standard II.B.).

Outside of the classrooms, students have access to computers with internet access at the libraries, learning centers, and computer labs with ADA compliant workstations for students with disabilities. In addition, wireless access is available at all campuses and at off-site locations including in outdoor spaces and parking areas.

As discussed in Standard II.B.01, the College participates in the operation of two libraries, the shared Edwin H. Mookini Library and the Pāalamanui Learning Library Center (LLC), both of which provide a range of technologies, including access to computers and audiovisual equipment, as well as student-use labs with printing and scanning capabilities, wireless access, and copy machines.

The College operates learning centers that provide computers and standard software applications, these are located at the Hale Kea Advancement and Testing Center (HKATC) on the Manono campus [HKATC is presently undergoing renovations and is temporarily housed on the UH Hilo campus] ([IIA4-05](#)), The Learning Center (TLC) on the UH Hilo campus ([IIA4-04](#)), and the Pāalamanui LLC ([IIA4-06](#)). In addition to computers and software, the learning centers offer tutoring assistance, in-person and online, for students requesting help with a variety of resources.

The College's Disability Services Program provides additional services, resources, and access to assistive and adaptive technology for students with disabilities along with labs on the Manono and Pāalamanui campuses, which include 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.

UH Information Technology Services (ITS) has responsibility for planning, policy, coordination, external relations, and operational activities related to information technologies for the UH System ([IA1-02](#)). The College provides support for many of these

technologies, including the student information ([IIB2-01](#)), curriculum ([IC1-02](#)), financial ([IIIC1-12](#)), and learning management systems ([IIA2-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. 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 along with off-site locations and provides sufficient technology support to meet current learning, teaching, communications, and operational needs at all locations.

## Evidence List

|                          |   |
|--------------------------|---|
| <a href="#">F-24</a>     | Computer Services Webpage                       |
| <a href="#">IIIC1-01</a> | ITS Supported Software Webpage                  |
| <a href="#">IIIC1-02</a> | Standard Software                               |
| <a href="#">IIIC1-03</a> | Special Software Webpage                        |
| <a href="#">F-28</a>     | Hawai'i CC Website                              |
| <a href="#">IIIC1-04</a> | Web Developer Work Request Form                 |
| <a href="#">IIIC1-05</a> | Facebook  |
| <a href="#">IIIC1-06</a> | Flickr  |
| <a href="#">IIIC1-07</a> | YouTube   |
| <a href="#">IIIC1-08</a> | Instagram                                       |
| <a href="#">IIIC1-09</a> | Laulima - LMS                                   |
| <a href="#">IIIC1-10</a> | ITS Help Desk Webpage                           |
| <a href="#">IIIC1-11</a> | Lamakū - LMS                                    |
| <a href="#">IIA4-05</a>  | Hale Kea Advancement and Testing Center Webpage |
| <a href="#">IIA4-04</a>  | The Learning Center Webpage                     |
| <a href="#">IIA4-06</a>  | Pālanui Library Learning Center Webpage         |
| <a href="#">IA1-02</a>   | UH Strategic Plan                               |
| <a href="#">IIB2-01</a>  | Academic Support Unit Webpage                   |
| <a href="#">IC1-02</a>   | Curricula Affairs Portal Webpage                |
| <a href="#">IIIC1-12</a> | UH Financial Management Office Webpage          |
| <a href="#">IIA2-04</a>  | Instructional Technology Support Office Webpage |

**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

Hawai'i CC has procedures in place for acquisition, regular maintenance, and replacement of technology resources as technology is one of the central elements of the College learning experience ([IIIC2-01](#)).

In accordance with AP 8.540 ([IIIC2-02](#)), individual departments and divisions maintain inventory records on technology purchased through their budgets. In addition, Computer Services maintains records on all laptops, networked computers, and printers and ensures all computer software and peripherals are compatible with existing systems. In addition,

they maintain replacement schedules for computer hardware, purchase extended warranties for computer systems, develop server data recovery and back-up plans, provide for data privacy on computer systems and networks, and create 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 also coordinates purchases to verify that equipment can be supported and is compatible with existing systems ([F-24](#)).

The Media Services prioritizes and replaces media equipment to support instructional needs such as HD and 4K cameras, 4K monitors, and document cameras. 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 ([F-25](#)).

Technology needs at the UH System level are driven by the UH ITS Technology Strategy ([IIIC2-04](#)). UH ITS also provides technology project updates on its “Projects” webpage ([IIIC2-05](#)).

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.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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 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.

### **Evidence List**

- [IIIC2-01](#) Learning Experience Webpage
- [IIIC2-02](#) AP 8.540, Physical Inventory
- [F-24](#) Computer Services Webpage
- [F-25](#) Media Services Webpage
- [IIIC2-04](#) UH ITS Technology Strategy
- [IIIC2-05](#) UH ITS Projects Webpage

**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**

Hawai'i CC and the UH System share responsibility for technology resources. Computer Services 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 in the areas of administrative services, academic technologies, cyber infrastructure, enterprise systems, information security, and technology infrastructure ([IIIC2-05](#)).

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. Servers are scanned for vulnerabilities and data rooms are monitored ([IIIC3-01](#)). The UH System Office of Technology Infrastructure 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 ([IIIC3-02](#)).

Computer Services continually monitors the campus network and responds to network interruptions caused by network equipment on the campuses. Computers and network equipment have unique id, usernames, and passwords to ensure data privacy and protection. In the event of a power interruption, Uninterruptible Power Supplies (UPS) devices provide emergency power to servers, computers, and network equipment to allow users to shut down their computers and Computer Services 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 antivirus software ([IIIC3-03](#)). Antivirus and other scheduled software updates are performed automatically, across the network, to desktop computers. UH user accounts for all active students, faculty, staff, and UH affiliates are mandated to utilize Multi Factor Authentication (MFA) for security purposes ([IIIC3-04](#)).

Computer system reliability is maintained through several methods. The majority of general-use classroom/lab computers are configured with software, which prevents unwanted workstation changes, whether accidental or malicious. These computers are "unfrozen" weekly while automatic updates are applied. Computer Services 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 uses a back-up system to address disaster recovery of server information. For example, servers are physically secured and data is automatically backed up. Copies of backups are secured and stored. 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**

Hawai'i CC meets this standard. 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 through monitoring, back-up systems, regular software updates, and virus scanning software. All networked computers and wireless network access require log-in authentication and MFA to maintain privacy and security of data

exchanged by students, faculty, and staff.

### **Evidence List**

- [IIIC2-05](#) UH ITS Projects Webpage
- [IIIC3-01](#) UH Server Registration Program Webpage
- [IIIC3-02](#) ITS Technology Infrastructure Webpage
- [IIIC3-03](#) UH Computer Virus and Threat Prevention Information Webpage
- [IIIC3-04](#) Multi-Factor Authentication Webpage

**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 DE support, computer and media training, professional development workshops, and other support services.

The Instructional Technology Support Office (ITSO) ([IIA2-04](#)), 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 training, workshops, and services.

Media Services provides multimedia equipment training for faculty teaching via videoconferencing. Prior to the start of each semester, DE 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. Media Services also provides classroom and general multimedia equipment training to all personnel upon request.

Technology training and professional support for faculty, staff, and administrators 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. Training for nonstandard computer hardware/software can be requested through the Faculty/Staff Development Committee or EDvance. Throughout the semester, the Faculty/Staff Development Committee offers a variety of technology-related workshops and presentations. Individuals or departments can also request specific topics for workshops or training via the committee's webpage ([IIA2-03](#)). In addition, Computer Services provide one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

Technology 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, UH ITS Help Desk is available to all UH students, faculty, staff, and administrators with phone and email support 24 hours a day/seven days a week, including holidays, except for maintenance times ([IIIC1-11](#)).



## Analysis and Evaluation

Hawai'i CC meets this standard. The College 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 through different departments (Media Services, Faculty/Staff Development Committee, ITSO, learning centers) as well as through the UH System. In addition, Computer Services provide one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

## Evidence List

- [IIA2-04](#) Institutional Technology Support Office Webpage
- [IIA2-03](#) Faculty/Staff Development Webpage
- [IIIC1-11](#) UH ITS Help Desk Webpage

### 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

Hawai'i CC adheres to the policies that address the effective use of technology in teaching and learning such as EP 2.210, Use and Management of Information Technology Resources, which details acceptable use and management of all UH information technology resources ([IIIA15-04](#)). This 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.

Furthermore, the "UH Information Security" webpage outlines the policies and the areas of compliance regarding information security that the College adheres to ([IIIC5-01](#)). These UH policies, State of Hawai'i Revised Statutes, and external regulations all have information security implications. Anyone accessing UH resources, including data, computer, and network resources, is responsible for ensuring compliance with all applicable policies and regulations.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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.

## Evidence List

- [IIIA15-04](#) EP 2.210, Use and Management of Information Technology Resources
- [IIIC5-01](#) UH Information Security Webpage

## Conclusions on Standard III.C: Technology Resources

Hawai'i CC provides resources for the management, maintenance, and operation of its robust technological infrastructure and IT support to address the College's operational, management, and student learning support needs. The College systematically updates and replaces technology to ensure it can adequately support its mission, operations, programs, and services. The College provides the necessary services, support, facilities, hardware, and software along with appropriate training to students and personnel to ensure student success and employee effectiveness. The College adheres to the policies and procedures on the appropriate use and distribution of technology, and assures reliable access, safety, and security for its technology including an emergency backup system.

### Improvement Plan(s)

None

## III.D. Financial Resources

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### *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

Hawai'i CC and the UH/UHCC Systems are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. The College's diversified funding base comprises five types of funds: general, bond, special, revolving, and extramural.

General funds are established through the State of Hawai'i's legislative process and allocated to the College sufficient to maintain current service levels. Current service funding is equal to prior year General Fund appropriations, adjusted for collective bargaining increases and new initiatives agreed upon by the legislative branch to improve and enhance the overall mission of the College as well as Hawai'i's workforce. While revenue shortfalls are typically driven by downturns in the State economy, public funded education remains a high priority of the State.

Bond funds, consisting of State issued general obligation bonds and UH issued revenue bonds, help finance UHCC's CIP and capital renewal and deferred maintenance (CRDM) projects. The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects.

Special funds primarily consist of tuition and fee revenue generated from credit instruction. Tuition and fees, along with State appropriations, are the core components that support instructional and academic programs.

Revolving funds finance certain aspects of campus operations. Unlike general funds and the Tuition and Fees Special Fund that support general operations, these funding sources support specific program activities, including non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. The programs must cover direct costs and generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. The College obtains these funds through competitive grants or contracts and focuses the funds on specific improvements or on services provided to the contracting agency. The UH Office of Research Services administers all extramural funds.

The College's diverse stream of revenues is sufficient to cover its base operations as well as to support initiatives that innovate and enhance programs and services. By UHCCP 8.000 ([IIID1-01](#)), the UHCC allocates operating funds, centered primarily on General Funds and the Tuition and Fee Special Fund (GF+TFSF), to provide a fair distribution of resources to support campus operations and meet UHCC Strategic Plan imperatives.

Institutional financial planning processes are comprehensive, inclusive, and transparent, with ultimate oversight provided by the UH BOR. Annually, the UH System presents the operating budget to the BOR for open discussion and approval with supporting documentation including details by campus and short and long-term capital improvement plans ([IIID1-02](#), [IIID1-03](#), [IIID1-04](#), [IIID1-05](#), [IIID1-06](#)). The annual budget presentation includes discussions on revenue and expenditure projections, anticipated one-time expenditures, anything out of the ordinary that may affect the budget, and projected estimated ending balances. On a quarterly basis, the System reviews and discusses updated financial results with the BOR, providing justification for variances between actual results and budgeted amounts.

The UHCC System requires that each campus maintain adequate financial resources to ensure financial stability. This includes a five percent minimum cash reserve to address emergencies and a ten percent targeted reserve to address operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation. Financial reserve requirements are dictated by the following policies: RP 8.203 ([IIID1-07](#)), EP 8.210 ([IIID1-08](#)), and UHCCP 8.201 ([IIID1-09](#)). The UHCC System monitors compliance with these policies to ensure campuses maintain adequate cash balances.

At the college level, Hawai'i CC's budget process is guided by the principles and priority criteria in its Resource Allocation Plan ([IIID1-10](#)). 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.

The College enters fiscal year operating budgets for general, special, and revolving funds into the UH System's Kuali Financial System (KFS) by individual account level and major expenditure categories (i.e., regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses, and equipment). The College monitors budgets through monthly financial reports available on the UHCC budget website ([IIID1-11](#)), on KFS ([IIID1-12](#)), and by financial reports from the Hawai'i CC Business Office. The College's account supervisors, such as unit heads, division chairs, deans, or administrators monitor and adjust their operating budgets for special funds as needed. For the revolving funds, the College monitors business and financial plans to track revenue and expenditure projections.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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 GF+TFSF, 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.

### **Evidence List**

- [IIID1-01](#) UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation
- [IIID1-02](#) UH FY 2022-2023 Operating Budget Presentation
- [IIID1-03](#) UH FY 2022-2023 Operating Budget Narrative
- [IIID1-04](#) UH FY 2022-2023 Operating Budget Proposal
- [IIID1-05](#) BOR Committee on Planning and Facilities Meeting Materials, Sept. 1, 2022
- [IIID1-06](#) BOR Committee on Planning and Facilities Meeting Materials, Nov. 3, 2022
- [IIID1-07](#) RP 8.203, Reserve Policy
- [IIID1-08](#) EP 8.210, System Reserve Policy
- [IIID1-09](#) UHCCP 8.201, Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IIID1-10](#) Hawai'i CC Resource Allocation Plan
- [IIID1-11](#) UHCC Budget Reports Webpage
- [IIID1-12](#) KFS Main Menu Webpage

**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's budget development is closely linked to strategic planning at the College and system levels. The UH System, after extensive consultation with and input from various internal and external stakeholders, finalized the UH Strategic Plan in fall 2022 ([IA1-02](#)). This plan provides the foundational principles and imperatives for the UH System and is the

basis of all institutional and financial planning for the UHCC System and College. The UHCC Strategic Plan largely mirrors the UH System plan ([IIID2-01](#)). The UHCC's Strategic Planning Council oversees the strategic planning process and ensures the participation of all the community colleges ([IIID2-02](#)).

The College's institutional planning and budgeting process begins with its own mission and strategic plan ([IA2-08](#)), which are aligned with the UH and UHCC Strategic Plans and imperatives. Budget priorities are driven by these strategic plans. All programs and services complete a program review using the mission and strategic goals as a guide ([IA2-06](#)). Through the QFE process, significant improvements were made to strengthen and update the College's Institutional Effectiveness Plan to be more efficient, streamlined, timely, and transparent ([IA3-01](#)). This plan guides the financial process and integrated planning timetable to ensure compliance and reporting for transparency, planning and College collaboration. In addition, financial information is disseminated in a timely manner throughout the College by the VCAS, administrative team, division/department chairs and program coordinators. Plans and budget updates are also shared via the College Council.

The UH and UHCC systems have regularly reviewed policies to ensure sound financial practices and financial stability. Procedures ensure that financial information is disseminated in a timely manner. RP 8.204, University Budget (Operating and Capital Improvements), requires the board to ensure mission-driven fiscal management and oversight and to ensure responsible budget processes ([IIID2-03](#)). This policy also requires that system administrators provide timely fiscal information to the BOR. UHCCP 8.000 requires that operating budget allocations are fairly distributed to support campus operations and meet UHCC Strategic Plan imperatives ([IIID1-01](#)). The KFS, in conjunction with the Jaspersoft Reports Server reporting tool, provides the College with reliable, accurate, and timely financial information. In addition, UHCC posts various monthly campus budget reports ([IIID1-11](#)) and historical budget reports ([IIID2-04](#)) on its website.

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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. Financial information is integrated into planning decisions at all levels and is disseminated regularly throughout the College and made available online.

## **Evidence List**

- [IA1-02](#) UH Strategic Plan
- [IIID2-01](#) UHCC Strategic Plan
- [IIID2-02](#) UHCC Strategic Planning Council Webpage
- [IA2-08](#) Hawai'i CC Ka'ao Ka'ika'i Strategic Plan
- [IA2-06](#) Program & Unit Review Webpage
- [IA3-01](#) Hawai'i CC Institutional Effectiveness Plan Webpage
- [IIID2-03](#) RP 8.204, University Budget (Operating and Capital Improvements)
- [IIID1-01](#) UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation

**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**

Hawai'i CC is guided by the Hawai'i State Department of Budget & Finance's biennial, Executive Budget Review and Budget Preparation Policies and Guidelines ([IIID3-01](#)). This document describes the State's priorities, revenue projections, and budget request guidelines.

The UH System has clearly defined guidelines and processes for financial planning and budget development. The UH vice president for budget and finance/chief fiscal officer, in collaboration with the UH System Budget Office (UBO), the four-year campuses' vice chancellors for administration, and the UHCC System associate vice president for administrative affairs (AVPAA), uses these guidelines to build the UH System budget. The AVPAA is responsible for reporting these parameters to community college chancellors and vice chancellors of administrative services. UHCC coordinates, compiles, reviews, and submits the annual budget to UBO for the community colleges, incorporating the individual budgets from each College.

From the UHCC process, the College's budget development process is guided by the integrated planning process (see Standard III.D.2) as outlined in its Institutional Effectiveness Plan ([IA3-01](#)). 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 reviews, and through the College Council.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College defines and follows system budget guidelines and processes, and provides all constituencies with appropriate opportunities to participate in development of financial plans and budgets.

### **Evidence List**

[IIID3-01](#) Finance Memorandum, Fiscal Biennium 2023-25  
[IA3-01](#) Institutional Effectiveness Plan Webpage

## ***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

Hawai'i CC's institutional planning reflects a realistic assessment of resource availability and works towards the further development of resources to meet expenditure requirements and strategic goals. The UH has a structured process and policies ([IIID4-01](#)) for setting tuition rates. This process involves careful consideration of feedback from various stakeholders, including students, faculty, staff, and the general public ([IIID4-02](#)). Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving strategic imperatives. The UHCC System successfully maintains this balance by establishing a tuition rate schedule ([IIID4-03](#)) that ensures adequate resources for ongoing needs, while remaining affordable when compared to other two-year institutions.

Budget projections for tuition and fee revenue incorporate both approved tuition rates as well as projected enrollment based on historical enrollment statistics provided by the UH's Institutional Research, Analysis & Planning Office ([IIID4-04](#)). This provides for realistic, data driven revenue projections and is incorporated in the annual budget submitted to the BOR. In addition, a 6-year financial forecast that incorporates all funding sources is presented to the BOR annually and is representative of the College's continued resource assessment and future planning. Current and forecasted budget documents are available on UBO's website ([IIID4-05](#)).

The College supplements its operating revenues with extramural funding, which include donations administered through the UH Foundation; federal and state grants; non-profit awards. Extramural funding is generally awarded for specific purposes and with stated start and end dates. Due to the nature of the awards, the funds are not utilized for core operations. The College uses these revenues for specific projects, including piloting or expanding programs and services with the objective of permanently funding successful programs or expansions as the budget allows.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College'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.

## Evidence List

- [IIID4-01](#) Review of Proposed Tuition Schedule
- [IIID4-02](#) Memorandum, Request to Approve Tuition Schedule
- [IIID4-03](#) UH Tuition Schedules
- [IIID4-04](#) Opening Enrollment Data
- [IIID4-05](#) Current Budget Documents Webpage

**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**

Hawai'i CC and the UH/UHCC Systems have extensive systems in place to ensure that financial information is timely, accurate, complete, and reliable. Some components of the UH's effective internal control structure include the following:

- Comprehensive policies and procedures published on the UH's website ([IIID5-01](#)), including BOR policies, executive policies, and administrative procedures.
- UHCC policies published on its website ([IIID5-02](#)).
- IT system controls to ensure staff have access to data appropriate to their job duties (KFS Form 40, security reports) and that data is used appropriately (Annual General Confidentiality Notice, annual ISAT certification) ([IIIC1-15](#), [IIID5-03](#), [IIC8-03](#)).
- Automated KFS workflow controlled by user roles.
- UHCCP 8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs, provides guidance on the financial and managerial oversight of revenue generating programs ([IIID5-04](#)).
- BOR oversight, including the BOR's Committee on Independent Audit (Audit Committee) ([IIID5-05](#)), which oversees the UH's internal and external audits; all internal and external audits are reviewed and approved by the BOR.
- Roles, responsibilities, and reporting structure of the UH's Office of Internal Audit (OIA) which reports directly to the BOR Audit Committee and presents an annual Audit Plan to the BOR committee for approval ([IIID5-06](#)).
- External auditors conduct two major audits annually - the financial statement audit and the audit performed in accordance with Government Auditing Standards (Single Audit; required for entities that receive a certain amount of Federal funds).

The UH engages external auditors to conduct two major audits annually - the financial statement audit and the audit performed in accordance with Government Auditing Standards (Single Audit; required for entities that receive a certain amount of Federal funds). The UH has consistently received unqualified audit opinions on their annual financial statement audits. An unqualified audit opinion means that the financial statements are fairly presented in all material respects. In addition, the UH's Single Audit did not identify any internal control deficiencies over compliance that are considered to be material weaknesses. Previous years' audit reports are available on the UH Budget and Finance webpage ([E-07](#)).

In the course of conducting the annual Single Audit, the external auditors may identify other matters involving internal controls and will report these to the BOR in their Internal Controls and Business Issues Report ([IIID5-07](#)). This report lists the responsible parties for the findings and details their responses and corrective actions. The Audit Committee ensures that all audit findings are addressed in a timely manner.

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 Kuali 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.

Any audit findings or weakness in internal controls reported by the auditors are addressed and corrected. Internal and external audits help the College to improve management practices and internal control structures, including the Internal Control and Business Issues Report ([IIID5-08](#)), A-133 Financial and Compliance Audits ([IIID5-09](#)), and the Comprehensive Annual Financial Report (CAFR) ([IIID5-10](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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.

### **Evidence List**

|                          |   |
|--------------------------|---|
| <a href="#">IIID5-01</a> | BOR Policy Webpage  |
| <a href="#">IIID5-02</a> | UHCC Policy Webpage   |
| <a href="#">IIIC1-15</a> | UH Financial Management Office Webpage  |
| <a href="#">IIID5-03</a> | KFS Security Form   |
| <a href="#">IIC8-03</a>  | AP 2.215, Mandatory Training on Data Privacy and Security                       |
| <a href="#">IIID5-04</a> | UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs |
| <a href="#">IIID5-05</a> | BOR Committee on Independent Audit Webpage                                      |
| <a href="#">IIID5-06</a> | BOR Committee on Independent Audit Agenda (6/1/22)                              |
| <a href="#">E-07</a>     | UH Budget and Finance Webpage   |
| <a href="#">IIID5-07</a> | BOR Committee on Independent Audit Agenda (4/6/24)                              |
| <a href="#">IIID5-08</a> | UH Internal Control and Business Issues Report                                  |
| <a href="#">IIID5-09</a> | UH Financial and Compliance Audit Report  |
| <a href="#">IIID5-10</a> | UH Comprehensive Annual Financial Report  |

**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**

Hawai'i CC and the UH/UHCC System's various reviews and continuous monitoring of the annual budget reinforce its credibility. Prior to submission to UBO, UHCC reviews the budget, comparing it with prior year actual amounts and anticipated changes in economic conditions. Variances between the budget and prior year actual amounts are discussed

with the BOR prior to their approval. Current fiscal year budget to actual variances are also discussed at the quarterly BOR meetings, with emphasis placed on the adequacy of remaining unexpended budgeted amounts.

UHCC posts various monthly campus budget reports on its website ([IIID1-11](#)) to facilitate the College's internal planning and reviews.

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 ([IIID2-04](#)).

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 ([IB5-01](#)). 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 imperatives.

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 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.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College'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.

### **Evidence List**

- [IIID1-11](#) UHCC Budget Reports Webpage
- [IIID2-04](#) UHCC Historical Budget Information Webpage
- [IB5-01](#) HAW 4.201, Integrated Planning for Institutional Effectiveness

**III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## Evidence of Meeting the Standard

Hawai'i CC examines all Single Audit findings and other internal control issues identified in the Internal Control and Business Issues Report that require management responses. The BOR Committee of Independent Audit receives and reviews them carefully. Responses are comprehensive and include corrective actions taken. The following year's external audit reports also include the status of the previous year's findings.

The College had no audit findings in the Single Audit ([IIID5-09](#)) nor the Internal Control and Business Issues Report ([IIID5-08](#)) for the fiscal year 2022. Should the College receive an audit finding, the College would make timely and corrective action to address the issue. The College would also discuss any finding with the affected departments to ensure clear communication of the reason for the finding and any necessary internal control improvements to prevent repeat findings. 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 (i.e. A-133 audit corrective action plans) are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as Office of Research Services ([IIID7-01](#)).

Hawai'i CC's audit findings, explanations, and resolutions for each year are available in the Single Audit reports, available online on the UH Budget and Finance webpage ([E-07](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The College 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.

## Evidence List

- [IIID5-09](#) UH Financial and Compliance Audit Report
- [IIID5-08](#) UH Internal Control and Business Issues Report
- [IIID7-01](#) Office of Research Services Webpage
- [E-07](#) UH Budget and Finance Webpage

**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

Hawai'i CC has set financial and internal control systems. In addition to the UH's external audits, the OIA performs internal audits of various programs and processes. Both external and internal audits consider the UH's internal control systems and areas of concern are reviewed with the BOR Committee of Independent Audit.

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 OIA also conducts audits to ensure compliance with UH policies and procedures ([IIID8-01](#)).

In addition to UH System internal audits, the Hawai'i CC Business Office conducts a review of campus programs and 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 subsystems.

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.

## Analysis and Evaluation

Hawai'i CC meets this standard. Following system policy, the College'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.

## Evidence List

[IIID8-01](#) Administrative Procedures, Chapter 8 - Business and Finance

**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

Hawai'i CC, as part of the UH/UHCC Systems, is required to maintain adequate financial resources to ensure financial stability. Financial reserve requirements are dictated by RP 8.203 ([IIID1-07](#)), EP 8.210 ([IIID1-08](#)), and UHCCP 8.201 ([IIID1-09](#)). UHCC monitors compliance to ensure adequate cash balances are maintained. The College's cash reserves have consistently exceeded both emergency (16 percent) and operating reserve (5 - 10 percent) minimums and targets ([IIID9-01](#)).



The UH Office of Risk Management (ORM) ([IIID9-02](#)) coordinates the UH's risk management efforts, administers its program of insurance and self-insurance, and develops various risk and loss control programs. UH is partially or entirely self-insured for certain risks, including unemployment claims and workers' compensation claims. The State Risk Management and Insurance Administration program provides insurance coverage for UH owned and leased vehicles and other owned property and property in its care, custody, and control.

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. The UH ORM provides the College with oversight on all insurance-related requirements and issues. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources ([IIID9-03](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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 percent of prior year expenditures) and a target reserve (5 - 10 percent of prior year expenditures).

### **Evidence List**

- [IIID1-07](#) RP 8.203, Reserve Policy
- [IIID1-08](#) EP 8.210, Systemwide Financial Reserves
- [IIID1-09](#) UHCCP 8.201, Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IIID9-01](#) UHCC Reserve Status Report
- [IIID9-02](#) UH Office of Risk Management Webpage
- [IIID9-03](#) 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**

Hawai'i CC and the UH/UHCC Systems have various mechanisms for oversight over its resources. Some of these include:

- EP 8.201 ([IIID10-01](#)) for the management of cash and short-term investments
- RP 8.207 ([IIID10-02](#)) for investment guidelines on the UH's legacy endowments
- Funds from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation (UHF) which is the central fundraising organization for the UH System and are monitored by the foundation's internal control system, with the UH president and BOR chairperson serving as ex-officio trustees, is also audited annually by external auditors

- Overall oversight of federal, state, and private grants and contracts provided by the UH Office of Research Services ([IIID7-01](#))

The College's internal oversight of funds and expenditures is exercised by the VCAS. For extramural funds, budget to actual reports, RCUH reports, and loan funds, KFS online-available balance screens provide monitoring of financial status.

The College receives financial information 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 informs the priorities of 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. The Research Corporation of the University of Hawai'i (RCUH) system processes fiscal transactions. 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 ([IIID5-09](#)).

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 ([IIID5-09](#)).

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 UHCCP 8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs ([IIID5-04](#)). 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 must 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. This process ensures that these activities are actively engaged in the financial management responsibilities of the enterprise and that the activities are financially solvent. The UH Foundation's responsibilities ensure that properly authorized transactions are processed in a timely manner and that disbursements comply with account restrictions.

The UH Treasury Office administers the cash handling and cash management of the UH System ([IIID10-03](#)). This office also administers the UH's eCommerce system for non-registration-related payments. Hawai'i CC complies with policies and procedures for the receipt, deposit, and cash management of funds received by the UH ([IIID10-04](#)).

The UH 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 ([IIID10-05](#)). Hawai'i CC complies with policies and procedures for the acquisition, use, upkeep, tracking, and disposition of capitalized assets ([IIID10-06](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. In addition to UH system monitoring, the College 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.

## **Evidence List**

|                           |   |
|---------------------------|---|
| <a href="#">IIID10-01</a> | EP 8.201, Cash Management and Short-Term Investment of Operating Funds          |
| <a href="#">IIID10-02</a> | RP 8.207, Investments   |
| <a href="#">IIID7-01</a>  | Office of Research Services Webpage   |
| <a href="#">IIID5-09</a>  | UH Financial and Compliance Audit Report  |
| <a href="#">IIID5-04</a>  | UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs |
| <a href="#">IIID10-03</a> | UH Cash Handling and Deposits Webpage   |
| <a href="#">IIID10-04</a> | UH Policies and Guidelines - Treasury Webpage                                   |
| <a href="#">IIID10-05</a> | UH Capital Assets Webpage   |
| <a href="#">IIID10-06</a> | UH Policies and Guidelines - Capital Assets Webpage                             |

**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**

Hawai'i CC and the UH/UHCC Systems have a budgeting process that demonstrates both short-term and long-term financial planning. The annual operating budget and CIP expenditure plan undergo extensive reviews with the BOR, both at inception and quarterly. A multi-year financial forecast ([IIID11-01](#)) is also prepared and along with the 6-year CIP plan, which provides for long-term planning, with adjustments made annually. Debt service payments on revenue bonds are built into the annual operating budget as well as the multi-year financial forecast.

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 which include multi-year financial forecasts. These nondiscretionary obligations are considered before programming budgets for discretionary items and are reflected as line items in the operating budget ([IIID11-02](#)).

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.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College engages in short and long-term solvency through financial and CIP planning. Hawai'i CC creates annual budgets that maintain sufficient financial resources over time to address current and future payments of liabilities and obligations.

### **Evidence List**

- [IIID11-01](#) Multi-Year Financial Forecast
- [IIID11-02](#) Hawai'i CC Operating Budget FY 2024

**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

Hawai'i CC plans for UH's proportionate share of both OPEB (see Note 12 on page 68 of the fiscal year 2022 audited financial statements [IIID12-01](#)) and pension (see Note 11 on page 60 of the fiscal year 2022 audited financial statements) liabilities are actuarially determined by the State of Hawai'i. These estimated liabilities are adjusted by the State annually and included in the UH's audited financial statements.

The State pays for OPEB and pension costs for general funded employees. The College is only responsible for reimbursing the state for OPEB and pension costs for non-general funded employees. Reimbursement is made to the State after each payroll and is based on fringe benefit rates determined and assessed by the State. Current fringe rates can be found on ORS' webpage ([IIID12-02](#)). OPEB and pension are assessed per employee with each pay period. Budgets include all projected fringe costs, including OPEB and pension assessments.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College 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.

## Evidence List

- [IIID12-01](#) UH Annual Financial Report
- [IIID12-02](#) UH ORS Rates Webpage

**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

Hawai'i CC, in coordination and consultation with the UHCC System, calculates the amount of the financial obligation associated with locally incurred debt instruments. The College transfers funds to the UHCC System on an annual basis for repayment of these debt instruments. Debt instruments financed the development and construction of the new Pāalamanui campus. During development of the annual budget, the College identifies assessed financial obligations and allocates resources to meet debt agreements. The College's annual operating budget allocates the amount required for repayment of debt to ensure it does not affect the financial condition of the institution ([IIID13-01](#)).

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 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 Pālananui has resulted in cost savings from elimination of lease rental. Revenue bonds were used to finance the College's Pālananui campus ([IIID13-02](#)). Debt service payments are made by the UH and the College is assessed its portion of these payments. All debt service assessments are included in the annual budget as well as the multi-year financial forecast.

## Analysis and Evaluation

Hawai'i CC meets this standard. The College assesses and allocates resources for repayment of locally incurred debts that can affect the financial condition of the institution on an annual basis.

## Evidence List

[IIID13-01](#) Hawai'i CC Operating Budget FY 2023

[IIID13-02](#) Memorandum, Request for Authorization - Revenue Bonds

**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). Revenue bond usage was approved by the UH BOR for the construction costs related to the Pālananui campus. Annually, funds are allocated for the debt service, which is 1.9 percent of the operating budget, as part of the budget planning and execution process.

UH 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:

- UHCCP 8.200, Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs ([IIID5-04](#))
- RP 10.201, Interests in Real Property ([IIID14-01](#))
- EP 2.212, Management of University Bond System (UBS) ([IIID14-02](#))

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. UHCCP 8.200 provides guidance in carrying out financial and operational oversight to ancillary and self-sustaining services. The UH Mānoa Bookstore unit administers Bookstore operations.

The fiscal management of extramural, externally funded programs and contractual agreements is reviewed and approved through the UH ORS. The funds must be used in accordance with the rules and regulations as stipulated in AP 8.926 ([IIID14-03](#)). 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 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.

UH 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 ([IIID14-04](#), [IIID14-05](#), [IIID14-06](#), [IIID14-07](#)). Fundraising, grants, and contracts transactions are reviewed and monitored by the UHF staff or the College's Business Office.

### Analysis and Evaluation

Hawai'i CC meets this standard. All financial resources at the College, including debt instruments, auxiliary activities, fund-raising activities, and grants are utilized for their intended purposes and in compliance with institutional regulations.

### Evidence List

- [IIID13-02](#) Memorandum, Request for Authorization - Revenue Bonds
- [IIID5-04](#) UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs
- [IIID14-01](#) RP 10.201, Interests in Real Property
- [IIID14-02](#) EP 2.212, Management of University Bond System (UBS)
- [IIID14-03](#) AP 8.926, Administrative and Financial Management Requirements for Extramurally Financed Research and Training Programs/Activities of the UH
  
- [IIID14-04](#) RP 8.209, Gifts
- [IIID14-05](#) RP 8.210, Fund Raising
- [IIID14-06](#) EP 8.209, Fund Raising
- [IIID14-07](#) 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

Hawai'i CC's Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements ([IIID15-01](#)). The College follows the policies of Title IV of the Higher Education Act and is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA). The Financial Aid Office reviews newsletters to keep abreast of changes in regulations, upcoming deadlines, and updates about NASFAA's efforts to advocate for aid administrators. In addition, the staff attends various state and regional association trainings.

The Financial Aid Coordinating Official (CO) 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. Hawai'i CC's audit findings, explanations, and resolutions for each year are available in the Single Audit reports, available online on the UH Budget and Finance webpage ([E-07](#)).

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 next PPA is due September 30, 2026.

Hawai'i CC's cohort default rate (CDR) for the latest cohort (2020) is 0 percent, which is due in part to the COVID-19 pandemic repayment pause, and is expected to increase as students begin reentering repayment. Nevertheless, because Hawai'i CC's CDR remains below the 30 percent threshold, the College is not required to create or maintain a student loan default prevention plan. Since fall 2023, UHCC has been supporting campuses by negotiating a new default management vendor. Previously, the campus worked with Inceptia for default management services. Additional information related to default management is available on the Financial Aid Policies webpage ([F-30](#)), including the latest CDR and borrower percentage metrics. 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 ([F-30](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College 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 percent. Annual audits are conducted, and findings, if any, are corrected.

### **Evidence List**

[IIID15-01](#) Financial Aid Office Webpage  
[E-07](#) UH Budget and Finance Webpage  
[F-30](#) Financial Aid Policies Webpage

**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**

Hawai'i CC enters into a variety of contractual agreements 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 - Chapter 8 ([IIID8-01](#)), BOR Policies - Chapter 8 ([IIID16-01](#)), and EP 8.000 ([IIID16-02](#)). Finalized agreements include clearly defined roles and responsibilities, services, corrective actions, and termination to ensure oversight and integrity.

The UH ORS reviews and executes contractual agreement awards providing extramural funding to Hawai'i CC. 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.

UH 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 per UHCCP 8.102A ([IIID16-03](#)).

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**

Hawai'i CC meets this standard. 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.

## Evidence List

|                           |  |
|---------------------------|--|
| <a href="#">IIID8-01</a>  | Administrative Procedures, Chapter 8 - Business and Finance                                      |
| <a href="#">IIID16-01</a> | BOR Policies, Chapter 8 - Business and Finance   |
| <a href="#">IIID16-02</a> | Executive Policies, Chapter 8 - Business and Finance   |
| <a href="#">IIID16-03</a> | UHCCP 8.102A, Affiliation Agreements, Sponsored Class, and Sheltered Class Memorandum Agreements |

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## Conclusions on Standard III.D: Fiscal Resources

Hawai'i CC effectively uses financial resources to achieve the institutional mission and to improve academic quality and institutional effectiveness. By adhering to established policies and procedures, the College and UH/UHCC Systems integrate financial and institutional planning, including budget development and resource allocation, to ensure both short- and long-term financial stability. The College includes constituency groups throughout the financial planning and allocation process, and widely disseminates financial information in a timely manner. Both the College and UH/UHCC Systems continually evaluate and improve upon financial operations and are subject to annual external audits to ensure and demonstrate integrity.

## Improvement Plan(s)

None

## Standard IV: Leadership and Governance

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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.B. Chief Executive Officer

### IV.C. Leadership and Governance

### IV.D. Multi-College Districts or Systems



*Hawai'i CC Creative Media Program*



## IV.A. Decision-Making Roles and Processes

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**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

Hawai'i CC's institutional leaders, in the spirit of 'E Imi Pono ("seeking excellence"), 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 UH and UHCC's missions and imperatives ([IA1-02](#), [IA1-03](#)) and in Hawai'i CC's mission and institutional learning outcomes ([IA1-01](#)), speak to the College's commitment to the entire island Kauhale, to student success and educational excellence, and innovation.

Shared responsibility for institutional performance is emphasized through assemblies such as each semester's opening "All College Meeting," 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. These meetings often include activities and foster dialog about institutional goals, planning, and student achievement ([IVA1-01](#)).

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 ([IIIA14-05](#)) and the Hawai'i Student Success Institute ([IB1-03](#)). 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 ([IIA2-03](#)) to provide professional development workshops throughout the year. The College further recognizes innovative efforts of individual faculty and staff members with its Innovation Award ([IVA1-02](#)).

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. Equally significant, committee work often acts as a conduit for innovation. The composition of most committees represent different facets of the College, so committee meetings provide a forum for sharing multiple perspectives. For example, the Fulbright Program designated Hawai'i CC a "top producing institution" for the second year in a row in 2023-2024. With support from the International Education Committee, whose membership represents many disciplines and departments on each campus, returning faculty share opportunities, promote international exchange and integrate international knowledge into their classes and programs ([IVA1-03](#)).



Other sources of innovation include Program Advisory Councils as outlined in Haw 3.302 ([IIA1-01](#)), 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.

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 ([IA2-05](#)), the program and unit review process ([IA2-07](#)) and the College Effectiveness Review Committee (CERC) ([IB1-08](#)) 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

- 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" ([IB5-01](#))
- Participation in chancellor's office hours, which promote congregation, interaction, and the exchange of ideas relative to campus initiatives ([IVA1-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. Guided by the institutional mission, the College encourages participatory processes and implements innovations through professional development, integrated planning, and other institutional practices. Hawai'i CC's leadership encourages initiative by offering incentives and professional development opportunities to faculty and staff in order to promote student learning and institutional improvement.

## Evidence List

|                           |  |
|---------------------------|--|
| <a href="#">IA1-02</a>    | UH Mission & Imperatives                                       |
| <a href="#">IA1-03</a>    | UHCC Mission & Imperatives                                     |
| <a href="#">IA1-01</a>    | Hawai'i CC Mission, Vision, & ILOs                             |
| <a href="#">IVA1-01</a>   | All College Meeting Spring 2024 Agenda                         |
| <a href="#">IIIA14-05</a> | Hawai'i Great Teachers Seminar Registration                    |
| <a href="#">IB1-03</a>    | Hawai'i Student Success Institute Webpage                      |
| <a href="#">IIA2-03</a>   | Faculty/Staff Development Webpage                              |
| <a href="#">IVA1-02</a>   | Faculty and Staff Awards Webpage                               |
| <a href="#">IVA1-03</a>   | Fulbright Flyer  |
| <a href="#">IIA1-01</a>   | HAW 3.302, Program Advisory Councils                           |
| <a href="#">IA2-05</a>    | Assessment Webpage   |
| <a href="#">IA2-07</a>    | Program and Unit Review Webpage                                |
| <a href="#">IB1-08</a>    | College Effectiveness Review Committee Webpage                 |
| <a href="#">IB5-01</a>    | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IVA1-04</a>   | Chancellor Office Hours Notice                                 |

**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 several 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.

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–Hawai'i Community College (ASUH-Hawai'i CC) ([IVA2-01](#)). This 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." The decision-making process is further articulated through the structure and guidelines of the various committees as noted in the Committee Handbook ([IVA2-02](#)). HAW 3.301 provides guidance in establishing the framework for effective structures and requirements for College committees ([IVA2-03](#)).

The College Council's primary role is to apprise the chancellor of college wide issues. Membership is composed 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 council also forms task forces to address special purposes. Participation roles are defined further in the College Council Charter ([IA4-03](#)).

The Academic Senate is composed 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 ([IB7-02](#)).

The ASUH-Hawai'i CC is the main forum for student participation in governance and membership is extended to all current students of the College. Its constitution authorizes the election of a student government to ensure "meaningful student participation in campus governance." ([IB7-03](#)). Elected officers of the student government collaborate with a faculty advisor and report to the vice chancellor for Student Affairs (VCSA). The ASUH-Hawai'i CC president also represents the student body on the College Council. Additionally, students have representation on the CERC and the Student Conduct Committee. Also, student representation is provided 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

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 ([IVA2-04](#)).

### Analysis and Evaluation

Hawai'i CC meets this standard. 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, Academic Senate, and ASUH-Hawai'i CC and are clearly defined in their respective governing documents. To address the College's role as an indigenous serving institution, the Ho'olulu Council ensures representation of Native Hawaiians in College governance.

### Evidence List

- [IVA2-01](#) HAW 3.303, Campus Governance
- [IVA2-02](#) Committee Handbook
- [IVA2-03](#) HAW 3.301, College Committee Structure
- [IA4-03](#) College Council Charter
- [IB7-02](#) Academic Senate Charter
- [IB7-03](#) ASUH-Hawai'i CC Student Government Constitution
- [IVA2-04](#) Ho'olulu Council Charter

**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

Hawai'i CC has policies and procedures, as described in Standard IV.A.2, that define the roles of the College Council, Academic Senate, and ASUH-Hawai'i CC in governance, institutional policies, planning and budget, as appropriate. The institution's organizational chart ([D-01](#)) and functional statement ([IVA3-01](#)) further specify the roles and management responsibilities of each Hawai'i CC administrator. The role of faculty in institutional governance is set forth in HAW 3.303, Campus Governance ([IVA2-01](#)) and EP 1.201, Faculty Involvement in Academic Policy ([IVA3-02](#)).

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 ([IB5-01](#)). Faculty members exercise their voice in institutional planning and budgeting via the program and unit review process ([IA2-07](#)) (see Standard 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 reviewed by the CERC, which has representative membership from across the College ([IB5-07](#)). Based upon the program/unit

reviews and College's Institutional Effectiveness Plan ([IA3-01](#)), the administration makes final resource allocation decisions.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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.

## Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">D-01</a>    | Organizational Chart   |
| <a href="#">IVA3-01</a> | Functional Statements  |
| <a href="#">IVA2-01</a> | HAW 3.303, Campus Governance                                   |
| <a href="#">IVA3-02</a> | EP 1.201, Faculty Involvement in Academic Policy               |
| <a href="#">IB5-01</a>  | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IA2-07</a>  | Program and Unit Review Webpage                                |
| <a href="#">IB5-07</a>  | CERC Operating Guidelines                                      |
| <a href="#">IA3-01</a>  | Institutional Effectiveness Plan Webpage                       |

**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

Hawai'i CC's faculty and academic administrators 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. EP 1.201, Faculty Involvement in Academic Policy ([IVA3-02](#)), and RP 1.210, Faculty Involvement in Academic Decision-Making and Academic Policy Development ([IVA4-01](#)), recognize the critical role that faculty play in the academic governance of the UH System.

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 ([IB7-02](#)) assigns responsibilities and outlines the procedures relating to the review of curriculum and student learning programs through its standing committees (Curriculum Review, General Education, Educational Policy, and Faculty Policy) and select committees (Data Analysis, Distance Education, First Year Experience Course Designation, Hawaiian Asian and Pacific Issues, Sustainability, and Writing Intensive Curriculum). Also, ad hoc committees are formed as needed to address any other areas not covered by existing committees. All designated committees report to the Academic Senate regularly with recommendations for consideration and approval by senate members. Some of these committees work with administration, Student Services, and other faculty and staff to improve student learning programs and services.

The vice chancellor for academic affairs (VCAA), dean of liberal arts and sciences, and dean of career and technical education meet with department/division chairs on a regular

basis to make recommendations that directly affect curriculum, student learning programs, and initiatives. The VCAA also meets with Student Services and Academic Services unit heads as needed to respond to curriculum-related, student learning programs and services recommendations.

Faculty and academic administrators also offer recommendations for curriculum and student learning programs and services via the program and unit review process ([IA2-07](#)). Additional feedback is provided by the CERC ([IB1-08](#)), which is chaired by the VCAA, and which evaluates all comprehensive program and unit reviews to provide “quality improvement” feedback to the review writers and to highlight campus planning recommendations to the chancellor.

The College Council includes academic administrators, faculty, and staff as defined by its charter ([IA4-03](#)), and provides recommendations on student learning programs, including the learning centers and library.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College charters and policies assign responsibility for reviewing and making recommendations on curriculum and student learning programs and services to specific constituencies within the faculty and academic administration.

### **Evidence List**

|                         |   |
|-------------------------|---|
| <a href="#">IVA3-02</a> | EP 1.201, Faculty Involvement in Academic Policy  |
| <a href="#">IVA4-01</a> | RP 1.210, Faculty Involvement in Academic Decision-Making and Academic Policy Development |
| <a href="#">IB7-02</a>  | Academic Senate Charter   |
| <a href="#">IA2-07</a>  | Program and Unit Review Webpage   |
| <a href="#">IB1-08</a>  | College Effectiveness Review Committee Webpage  |
| <a href="#">IA4-03</a>  | College Council Charter   |

**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**

Hawai'i CC is governed by the State of Hawai'i Constitution, Article X, Section 6, which gives the Board of Regents (BOR) ([IVA5-01](#)) domain over the UH System. Its responsibilities include authorizing, amending, and publishing policies “that provide the framework for the university.” RP 1.210 ([IVA4-01](#)) 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.” EP 1.201 ([IVA3-02](#)) serves to implement RP 1.210.

HAW 3.303 ([IVA2-01](#)) ensures that the College meets all aspects of this standard through its governing bodies as described in Standard IV.A.2. In addition, faculty, staff, and

administrators provide collective input through the program and unit review process ([IA2-07](#)), CERC, and the College Council.

Finally, the Hawai'i CC concept of Kauhale engages community involvement to harness collective knowledge and expertise. As described on the College's "About Hawai'i CC" webpage ([A-01](#)), "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."

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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. Depending on the nature of the matter, decisions also include the direct involvement of the College Council, Academic Senate, ASUH-Hawai'i CC, advisory councils, industry, and the community.

### **Evidence List**

- [IVA5-01](#) Office of the Board of Regents Webpage
- [IVA4-01](#) RP 1.210, Faculty Involvement in Academic Decision-Making and Academic Policy Development
- [IVA3-02](#) EP 1.201, Faculty Involvement in Academic Policy
- [IVA2-01](#) HAW 3.303, Campus Governance
- [IA2-07](#) Program and Unit Review Webpage
- [A-01](#) About Hawai'i CC Webpage

## **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**

Hawai'i CC 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. 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 ([IA4-02](#)), Academic Senate ([IVA6-01](#)), and ASUH-Hawai'i CC ([IVA6-02](#)) record meeting proceedings with minutes, which are posted on the College website. The information described above is also discussed in division and department meetings. Other methods of communication include the faculty/staff/student listservs, and student newsletter Ka'lo ([IVA6-03](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The College uses multiple methods, including its website, blogs, email, newsletters, and meetings, to broadcast decision-making processes and the resulting decisions.



## Evidence List

- [IA4-02](#) College Council Webpage
- [IVA6-01](#) Academic Senate Webpage
- [IVA6-02](#) ASUH-Hawai'i CC Webpage
- [IVA6-03](#) Ka'lo Newsletter

**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

Hawai'i CC's organizational chart ([D-01](#)) and functional statement ([IVA3-01](#)) specify the roles and management responsibilities of Hawai'i CC administrators and the evaluation of their leadership roles is clearly defined (see Standard III.A.5). 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 and results are openly discussed in meetings and documented in minutes and draft documents. In addition, revised charters and governing documents are posted on the College's website.

The College Council Charter was revised in fall 2023 ([IA4-03](#)). Additionally, the Council has conducted surveys to evaluate its purpose and effectiveness ([IVA7-01](#)). Results have been used as a basis for improvement and an impetus to discuss the role that the council plays within the College.

Likewise, the Academic Senate updated its charter in spring 2023 to include a representative from Kō Education Center ([IB7-02](#)). The ASUH-Hawai'i CC reviewed and amended both its constitution ([IB7-03](#)) and by-laws ([IVA7-02](#)) in 2023.

The College also has a Committee on Committees ([IVA7-03](#)), whose charge includes the "periodic review of committee structure[s]." Reporting directly to the College Council, the committee provides updates at council meetings. Hawai'i CC is also guided by policy, HAW 1.001, Policies and Procedures Manual, regarding the responsibilities and review of policies ([IB7-01](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The College evaluates the institution's leadership roles and policies, procedures, and processes relative to governance and decision-making to ensure integrity and effectiveness in a consistent and predictable manner. The institution uses results for ongoing improvement.

## Evidence List

- [D-01](#) Organizational Chart
- [IVA3-01](#) Functional Statements

|                         |   |
|-------------------------|---|
| <a href="#">IA4-03</a>  | College Council Charter                   |
| <a href="#">IVA7-01</a> | Campus Climate Survey Webpage             |
| <a href="#">IB7-02</a>  | Academic Senate Charter                   |
| <a href="#">IB7-03</a>  | ASUH-Hawai'i CC Constitution              |
| <a href="#">IVA7-02</a> | ASUH-Hawai'i CC Bylaws                    |
| <a href="#">IVA7-03</a> | Committee on Committees                   |
| <a href="#">IB7-01</a>  | HAW 1.001, Policies and Procedures Manual |

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## Conclusions on Standard IV.A: Decision-Making Roles and Processes

Hawai'i CC has a participatory governance structure that provides for representative decision-making. While systematic participative processes are followed, constituent group members, regardless of their official titles, are encouraged to take initiative in improving practices, programs and services. Appropriate policies and procedures have been enacted to assure participatory practices occur to support the College focus on academic quality and student success. The College regularly evaluates processes and committees to ensure their integrity and effectiveness. Administrators, faculty, staff and students have input and authority in the decision-making process.

### Improvement Plan(s)

None

## IV.B. Chief Executive Officer

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**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

Hawai'i CC's chancellor as CEO, in accordance with the UH System classification plan ([IVB1-01](#)), has the primary responsibility for providing visionary leadership in developing, designing, facilitating and implementing campus plans, initiatives, policies and procedures to support and promote excellence across the system and the campus. In this capacity, the Hawai'i CC chancellor oversees all administrative and academic matters of the campus (Academic Affairs, Student Affairs, Administrative Services, EDvance, Kō Education Center and the Pālanui branch campus), as outlined in the organizational chart ([D-01](#)), 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 as outlined in policies HAW 3.301 ([IVA2-03](#)), 3.303 ([IVA2-01](#)), and 4.201 ([IB5-01](#)). Additional guidance is provided through the College's Institutional Effectiveness Plan ([IA3-01](#)).

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 ([IVB1-02](#)) and is occasionally invited to address the Academic Senate when its chair and the 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 college wide meetings at fall and spring convocations and through email announcements. Off campus, the chancellor meets with community members, clubs, and the Hawai'i Island, Kona-Kohala, and Japanese Chambers of Commerce to share mission and vision and other relevant news with the community. The chancellor also convenes a community advisory council to provide input on pertinent issues ([IVB1-03](#)).

The chancellor approves the College budget. The administrative team, headed by the chancellor, is given information about all budget expenditures during budget planning meetings. The chancellor oversees institutional effectiveness and ensures that the integrated planning cycle is based on a culture of evidence and focuses on student learning ([IA3-01](#)).

Additionally, the chancellor recommends to the Board of Regents (BOR) for approval of the College mission and vision statements and strategic plans that ensure commitment to student learning and success. In pursuit of College endeavors, as needed and in consultation with the UH president and the UHCC vice president, the chancellor represents the campus in legislative sessions in support of Hawai'i CC, UHCC and UH System missions.

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 ([IVA1-02](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. 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 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.

## Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IVB1-01</a> | Chancellor Job Classification (GE102)                          |
| <a href="#">D-01</a>    | Organizational Chart   |
| <a href="#">IVA2-03</a> | HAW 3.301, College Committee Structure                         |
| <a href="#">IVA2-01</a> | HAW 3.303, Campus Governance                                   |
| <a href="#">IB5-01</a>  | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IA3-01</a>  | Institutional Effectiveness Plan Webpage                       |
| <a href="#">IVB1-02</a> | College Council Meeting Agendas and Documents                  |
| <a href="#">IVB1-03</a> | College Catalog, Chancellor's Community Advisory Committee     |
| <a href="#">IVA1-02</a> | Faculty and Staff Awards Webpage                               |

**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

Hawai'i CC's administrative structure compares well to other similarly sized higher education institutions in the state ([D-01](#)). Evaluation of the administrative structure occurs through the ongoing integrated planning process (program review, planning, and budget prioritization processes) ([IB5-01](#)). New mandates, position vacancies, new allocation, programmatic changes, and program/unit review results inform the effectiveness of organizational units, reporting structures, and responsibilities needed from administrators.

Evaluations of executive management staff are done annually, which includes setting of goals and identifying work plans for the forthcoming academic year (see Standard III.A.5). All administrators working directly under the chancellor have clearly defined job descriptions and are evaluated annually using the guidelines set forth in EP 9.212., Executive/Managerial Classification and Compensation ([IIIA10-01](#)). The classification and job descriptions of administrators are clearly defined to reflect the College's purposes, size, and complexity ([IVB2-01](#)) (see Standard III.A.1). This includes responsibilities delegated by the chancellor and assigned to members of the administrative team.

## Analysis and Evaluation

Hawai'i CC meets this standard. 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.

## Evidence List

|                           |  |
|---------------------------|--|
| <a href="#">D-01</a>      | Organizational Chart   |
| <a href="#">IB5-01</a>    | HAW 4.201, Integrated Planning for Institutional Effectiveness         |
| <a href="#">IIIA10-01</a> | EP 9.212, Executive/Managerial Classification and Compensation         |
| <a href="#">IVB2-01</a>   | Executive/Managerial Classification and Job Descriptions - OHR Webpage |

**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**

Hawai'i CC institutes processes that support ongoing improvements in the teaching and learning environment under the chancellor's leadership, taking a Kauhale approach to how the college communicates both internally and with the community. Campus governance operates under the philosophy of collegiality ([IVA2-01](#)). 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 ([IVA2-03](#)) and convocation activities, during which the chancellor communicates the status of key initiatives that impact instruction and student achievement, planning, and mission fulfillment.

Student performance standards described in UHCCP 4.203, Institution-Set Standards ([B-01](#)) are the targets established for the college to meet. The vice president for Community Colleges (VPCC) meets during the fall and spring semesters on each campus to give an annual presentation on the respective college's attainment of the targets ([A-18](#)).

The chancellor oversees the College's integrated planning activities ([IB5-01](#)), 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.

Through 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 ([IA3-01](#)). As such, ongoing implementation and evaluation of goals set in campus plans and/or appendices are reviewed and updated appropriately. The College's strategic plan ([IA2-08](#)), sets 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.

## Analysis and Evaluation

Hawai'i CC meets this standard. Established policies and procedures show that the chancellor prioritizes continuous improvement of the institution through the achievement of educational goals. Program review data is being used to review program success and to ensure that the chancellor disseminates allocations to the areas that will have the most impact on student learning and achievement. Evaluation of institutional planning and implementation efforts support the achievement of the College's mission.

### Evidence List

|                         |  |
|-------------------------|--|
| <a href="#">IVA2-01</a> | HAW 3.303, Campus Governance                                   |
| <a href="#">IVA2-03</a> | HAW 3.301, College Committee Structure                         |
| <a href="#">B-01</a>    | UHCCP 4.203, Institutional-Set Standards                       |
| <a href="#">A-18</a>    | VPCC Spring 2024 Presentation                                  |
| <a href="#">IA3-01</a>  | Institutional Effectiveness Plan Webpage                       |
| <a href="#">IB5-01</a>  | HAW 4.201, Integrated Planning for Institutional Effectiveness |
| <a href="#">IA2-08</a>  | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan                       |

**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

Hawai'i CC's chancellor is responsible for maintaining the accreditation standards as promulgated by ACCJC, the State Legislature, and other governing bodies ([IVA3-01](#)). 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 college wide meetings, coordinate the writing of reports and substantive change proposals, and assume other responsibilities that may arise.

The Accreditation Steering Committee (composed of the chancellor, ALO, ISER co-chairs, and other members) met regularly to ensure that the College was in compliance with all aspects of accreditation and provided updates and reports to the College Council, a governing body with representatives from all major campus constituencies. This steering committee was initiated by the chancellor and chartered by the College Council ([IVB4-01](#)). In preparation of the 2025 ISER, the Accreditation Steering Committee led the accreditation process along with work by the standard teams, editor, and formatter that included administrators, faculty and staff along with the engagement by the entire Kauhale with the various ISER drafts.

Prior to joining Hawai'i CC, Chancellor Kazama was a commissioner for ACCJC from 2010-2017 and served as vice chair/chair from 2014-2016. In addition, Chancellor Kazama served as an accreditation evaluator on twelve different teams, and served as the chair of a comprehensive visit in March 2023.



## Analysis and Evaluation

Hawai'i CC meets this standard. 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 in preparing the ISER. Furthermore, the chancellor has set an example of accreditation service as a volunteer commissioner and evaluator and encourages faculty, staff, and administration to do likewise.

### Evidence List

[IVA3-01](#) Functional Statements

[IVB4-01](#) Accreditation Steering Committee Charter

**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

Hawai'i CC's chancellor ensures that all statutes, regulations, and governing board policies are followed as articulated in its duties and responsibilities ([IVB1-01](#)). The chancellor distributes UH System directives on updates or new statutes, regulations, and governing board policies to the administrative team at the various colleges. 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 applicable governing bodies, such as the Academic Senate, reviews and approves them. Subsequently, the chancellor ensures appropriate notification and implementation through the vice chancellors' offices.

Through participation in the Council of Community College Chancellors ([IVB5-01](#)), the chancellor works directly with UH 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 and through email announcements. The chancellor also makes campus wide presentations during fall and spring convocations. 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 its budget, which the vice chancellor of Administrative Services oversees. The administrative team, headed by the chancellor, reviews expenditures and personnel changes, particularly vacant position status.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The chancellor assures that statutes, regulations, and board policies are implemented and communicated effectively, and that College practices align with these requirements and consistently reflect the college's mission. The chancellor effectively controls the budget and expenditures working directly with UH System leadership and the College's administrative team and campus constituencies.

### **Evidence List**

[IVB1-01](#) Chancellor Job Classification (GE102)

[IVB5-01](#) UHCCP 1.101, Council of Community College Chancellors

## **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 also serves on a number of community boards, including the Hawai'i Island Chamber of Commerce, the Japanese Chamber of Commerce and Industry of Hawai'i, and Workforce Investment Board. 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 Career and Technical Education programs per HAW 3.302 ([IIA1-01](#)). Each program meets with its council one or two times a year to ensure that the program continues to meet community and employer needs. In addition, the chancellor and members of the administrative team support the state's P-20 initiatives ([IVB6-01](#)), strengthening ties with the College's K-12 partners, such as the Department of Education (DOE), Kamehameha Schools, and other charter schools. The chancellor also meets monthly with the UH at Hilo chancellor to strengthen the ties between the two institutions.

Finally, the chancellor has awarded outstanding community partners with a Mahalo Award since 1995. Partners are selected from a list of nominees and are often awarded during the College's end of the year celebration to recognize community support of the educational programs at Hawai'i CC ([IVA1-02](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. 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 center stage in the work that the College does.

## Evidence List

[IIA1-01](#) HAW 3.302, Program Advisory Councils  
[IVB6-01](#) Hawai'i P-20 Fact Sheet  
[IVA1-02](#) Faculty and Staff Awards Webpage

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## Conclusions on Standard IV.B: Chief Executive Officer

The Hawai'i CC's chancellor role as CEO is clearly defined by BOR policy and job description as the role with primary responsibility for the quality of the institution. The chancellor oversees and plans an organizational structure that acknowledges the unique identity of Hawai'i CC. Through a well-established participatory structure, the chancellor is able to lead decision-making, support collegial processes and ensure academic quality. Administrators are given direction and support in taking on authority consistent with their roles.

## Improvement Plan(s)

None

## IV.C. Leadership and Governance

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**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 University of Hawai'i (UH) Board of Regents (BOR) is established under Hawai'i Revised Statutes (HRS), Section 304A-104 ([IVC1-01](#)). The eleven-member board is responsible for the general management and control of the UH System that incorporates all of public higher education, including the University of Hawai'i Community Colleges (UHCC) ([IVC1-02](#)).

The BOR bylaws include the specific organization and responsibility of the BOR and its committees for academic matters, financial oversight, and general control of the UH System ([IVC1-03](#)). This authority is further delineated through board policies ([IVC1-04](#)). Several policies, including RP4.201, 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 ([IVC1-05](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The BOR is the governing board with authority over and responsibility for policies that provide guidance on a range of issues, including academic quality, integrity, effectiveness of learning programs and services, and the system's financial stability. Board policies also address quality improvement and adherence to the system's mission and values. The policies are regularly reviewed.

### Evidence List

- [IVC1-01](#) HRS §304A-104, Regents; appointment; tenure; qualifications; meetings
- [IVC1-02](#) BOR Website
- [IVC1-03](#) BOR Bylaws
- [IVC1-04](#) BOR Policies
- [IVC1-05](#) RP 4.201, Mission and Purpose of the University

**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 BOR interaction among board members and with the broader UH System community is RP 1.202, Relationship of the Board to Administration and University ([IVC2-01](#)). Section III.A.2.B of the policy clearly states that the board is to act as a collective entity and specifies how “the authority of the board reposes in the board as a whole.”

The BOR General Overview handbook, based on practices drawn from the Association of Governing Boards, further emphasizes this policy ([IVC2-02](#)). The handbook describes 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”([IVC2-03](#), p. 7).

BOR meetings are streamed live, and meeting agendas, minutes, and other materials reflecting BOR interactions can be found on the BOR website ([IVC2-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. Once the board reaches a decision, board members act in support of the decision as documented by BOR meeting minutes.

### Evidence List

- [IVC2-01](#) RP 1.202, Relationship of the Board to Administration and University
- [IVC2-02](#) Association of Governing Boards, Governance Documents Webpage
- [IVC2-03](#) BOR General Overview Handbook

**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**

The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Article X, Section 6 of the Constitution of the State of Hawai'i gives the BOR the power to appoint the UH president ([IVC3-01](#)). RP 2.203, Evaluation of the President and Other Persons ([IVC3-02](#)), establishes the evaluation protocols for the UH president (p. 14, [IVC3-03](#); pp. 3-4, [IVC3-04](#)). The UHCC are collectively led by the UH vice president for community colleges (VPCC) who is selected by the president following recruitment, hiring, and selection procedures outlined in RP 9.212, Executive and Managerial Personnel Policies ([IIIA1-07](#)). In a two-step process that differentiates the functions of appointment and approval, the president makes a recommendation for VPCC to the BOR, which is the final approving authority for that position. Each community college is led by a chancellor, selected per UHCC Policy (UHCCP) 9.210, Recruitment, Selection, and Appointment of Community College Chancellors ([IVC3-05](#)). The VPCC has the authority for the appointment of the college chancellor with final approval of the appointment by the president.

The BOR delegates the evaluation of the VPCC to the UH president and the evaluation of the individual college chancellors to the VPCC. Executive Policy (EP) 9.212, Executive/Managerial Classification and Compensation ([IIIA10-01](#)), governs the annual evaluation of both the VPCC and the chancellors. The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCCP 9.202, Executive Employees Performance Evaluation ([IIIA5-02](#)).

The BOR sets clear expectations for regular reports on institutional performance from the UH president who provides these updates at monthly BOR meetings ([IVC3-06](#)). The UH president meets weekly with his officers, including the VPCC, as a group and individually. Through the Council of Community College Chancellors, chancellors provide monthly updates to the VPCC ([IVB5-01](#)).

**Analysis and Evaluation**

Hawai'i CC meets this standard. The BOR and UHCC System have established processes for conducting the search, selection, and evaluation of chief administrators. Policies and procedures for the annual evaluation of the UH president, VPCC, and college chancellors provide for careful consideration of their respective performance.

**Evidence List**

- [IVC3-01](#) Article X, Section 6, State Constitution
- [IVC3-02](#) RP 2.203, Policy on Evaluation of the President and Other Persons
- [IVC3-03](#) BOR Meeting Minutes, November 16, 2023
- [IVC3-04](#) BOR Special Meeting Minutes, July 7, 2022
- [IIIA1-07](#) RP 9.212, Executive and Managerial Personnel Policies

- [IVC3-05](#) UHCCP 9.210, Recruitment, Selection, and Appointment of CC Chancellors
- [IIIA10-01](#) EP 9.212, Executive/Managerial Classification and Compensation
- [IIIA5-02](#) UHCCP 9.202, Executive Employees Performance Evaluation
- [IVC3-06](#) President's Reports to BOR, YouTube Webpage
- [IVB5-01](#) UHCCP 1.101, Council of Community College Chancellors

**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 UH System and related independent authority of the BOR is embodied in Article X of the State of Hawai'i constitution ([IVC3-01](#)). Article X prohibits discrimination in the UH System based on race, religion, sex, or ancestry and the use of public funds to support or benefit sectarian or nonsectarian private educational institutions. The governor of Hawai'i appoints the regents, and regents represent, in part, geographic subdivisions of the state. The BOR includes a student regent. Biographical information about governing board members can be found on the UH System BOR website ([IVC4-01](#)).

The General Overview handbook includes an ethics code related to conflicts of interest. The Hawai'i State Ethics Code also applies to BOR members. The state's Ethics Guide for Elected Officials, Employees, Members of Boards and Commissions summarizes the provisions of the State Ethics Code and is provided in the HRS, Chapter 84, Standards of Conduct ([IVC4-02](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The BOR is an independent policy-making body that makes decisions reflecting the public interests and its commitment to educational quality. The BOR advocates in support of the interests of the UHCC System, colleges, and students.

### **Evidence List**

- [IVC3-01](#) Article X, Section 6, State Constitution
- [IVC4-01](#) BOR Biographies
- [IVC4-02](#) HRS, Chapter 84, Standards of Conduct

**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

BOR policies and procedures are designed to support the UHCC missions and ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them. Chapter 4 - Planning of the BOR policies includes RP 4.201, Mission and Purpose of the University, which focuses on assurance of academic quality and integrity and effectiveness as integral to the institution ([IVC5-01](#), [IVC1-05](#)). The role of community colleges within the UH System is further defined in the RP 4.207, Community College System ([IVC5-02](#)). RP 4.205, Institutional Accountability and Performance, ensures campuses collect institutional effectiveness data in meeting its mission, goals, and objectives, and use this information to improve programs and services ([IVC5-03](#)). Chapter 8 - Business and Finance of the BOR policies provides for financial integrity and stability. As discussed in Standard III.D.2, BOR policies ensure mission-driven fiscal management to support student learning ([IIID2-03](#)). Lastly, under Chapter 1 - General Provisions of the BOR policies ([IVC1-04](#)), RP 1.202, Relationship of the Board to Administration and University, states that the BOR has full legal authority and responsibility to manage the affairs of the UH system and the ultimate responsibility for its success ([IVC2-01](#)).

The BOR holds monthly meetings at each UH system campus on a rotating basis. The host campus provides an overview of the college's performance metrics and goals, including the current status of student learning and achievement ([IVC5-04](#), [IVC5-05](#)). Additionally, the BOR reviews required reports submitted to ACCJC. Most recently, the BOR reviewed all six of the UHCC Midterm Reports in August 2022 (pp. 2-4, [IVC5-06](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The 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.

## Evidence List

- [IVC5-01](#) BOR Policies, Chapter 4 - Planning
- [IVC1-05](#) RP 4.201, Mission and Purpose of the University
- [IVC5-02](#) RP 4.207, Community College System
- [IVC5-03](#) RP 4.205, Institutional Accountability and Performance
- [IIID2-03](#) RP 8.204, University Budget (Operating and Capital Improvements)
- [IVC1-04](#) BOR Policies, Chapter 1 - General Provisions
- [IVC2-01](#) RP 1.202, Relationship of the Board to Administration and University
- [IVC5-04](#) Kapi'olani Community College, BOR Campus Presentation, April 20, 2023
- [IVC5-05](#) Honolulu Community College, BOR Campus Presentation, May 18, 2023
- [IVC5-06](#) BOR Committee on Academic and Student Affairs Minutes, August 4, 2022

**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 website includes links to the BOR bylaws and policies ([IVC1-02](#)). The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the BOR and the scope of each committee, the meeting requirements for both committees and the BOR, 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 BOR. The bylaws also include the conflict of interest requirements for board members ([IVC1-03](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The bylaws and policies are published and made available to the public and include all required elements of the standard.

## Evidence List

[IVC1-02](#) BOR Website

[IVC1-03](#) BOR 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

The BOR has a system for evaluating and revising its policies on a regular basis, per EP 2.201, Systemwide Policies and Procedures ([IC5-05](#)). The vice presidents have the authority to draft and adopt systemwide administrative procedures and other guidelines consistent with their functional scope. The vice presidents consult as appropriate with other system offices, internal campus constituencies, and external agencies that may be affected by or responsible for implementing any part of the policy or procedure.

The BOR regularly reviews board policies following the review schedule, or sooner if policy updates are needed. The UH vice president of administration maintains the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH System executive policies and administrative procedures ([IVC7-01](#)). The PPIS includes a feature of automatic notification to interested parties of any change in policy.

## Analysis and Evaluation

Hawai'i CC meets this standard. The board policies are publicly available through the BOR website and are managed through the comprehensive PPIS system. Policies are regularly reviewed, assessed for effectiveness, and revised as needed. The governing board acts in a manner consistent with its policies and bylaws.

## Evidence List

[IC5-05](#) EP 2.201, Systemwide Policies and Procedures  
[IVC7-01](#) PPIS Website

**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 BOR meets on a rotating basis at the campuses in the system and receives a briefing from the host campus on its progress toward meeting the college mission. College presentations include student success metrics to demonstrate student performance. For example, Kapi'olani CC hosted and presented at the BOR meeting in April 2023 ([IVC5-04](#)), and Honolulu CC hosted and presented at the May 2023 meeting ([IVC5-05](#)).

The BOR approved a new UH Strategic Plan for the system and its component colleges in November 2022 ([IA1-02](#); [IVC8-01](#), pp. 8-10; [IVC8-02](#)). The plan has four key imperatives, each with metrics to assess progress towards achieving the imperatives. Quarterly reports are planned with a focus on each imperative every three months.

## Analysis and Evaluation<sup>5</sup>

Hawai'i CC meets this standard. The BOR schedules a meeting at each of the colleges in the UH system. Each college presents student success performance outcomes to the BOR at their respective meeting. The community colleges have adopted strategic goals that are consistent with the UH Strategic Plan goals, and progress is reported annually at the system level.

## Evidence List

[IVC5-04](#) Kapi'olani Community College, BOR Campus Presentation, April 20, 2023  
[IVC5-05](#) Honolulu Community College, BOR Campus Presentation, May 18, 2023  
[IA1-02](#) UH Strategic Plan  
[IVC8-01](#) BOR Meeting Minutes, November 17, 2022  
[IVC8-02](#) UH Strategic Plan Webpage

**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

Per the BOR bylaws, all new BOR members receive an orientation within one month of the beginning of their term. The orientation consists of an introduction to UH System functions, board governance, processes, and strategic directions. All new board members receive a copy of the BOR General Overview handbook as part of the orientation ([IVC2-03](#)). Additionally the vice president for budget and finance provides an overview of the state

budget as it pertains to the UH System ([IVC9-01](#)), and the vice president for legal affairs and general counsel provides a legal review of all relevant laws, including ethics and conduct.

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 ([IVC9-02](#)). The BOR also organizes training for its members as a part of regular committee meetings.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. New board members receive a comprehensive orientation and related materials. Attendance at national board professional association conferences and training at board meetings provide board members with professional development.

### **Evidence List**

- [IVC2-03](#) BOR General Overview Handbook
- [IVC9-01](#) State of Hawai'i, Budget 101 Presentation
- [IVC9-02](#) BOR Attendance, National Board Professional Development 2014-2024

**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**

RP 2.204, Board Self-Evaluation, establishes the process for board self-evaluation, and the BOR conducts an annual self-assessment according to policy ([IVC10-01](#)). The BOR reviews the results of the self-assessment and determines if action is necessary. For example, in 2023 the BOR restructured its committees from seven to five to better reflect priorities in the new UH Strategic Plan ([IVC10-02](#)). The BOR also revised the campus presentation format to focus on a regional approach and returned to the past practice of holding full board and committee meetings once a month over the course of two days for meetings conducted at the neighbor island campuses (pp. 1-3, [IVC10-03](#)). The 2023 self-evaluation results were published in the August 2023 BOR Committee on Governance minutes (pp.38-71, [IVC10-04](#)).

### **Analysis and Evaluation**

Hawai'i CC meets this standard. The BOR uses the results of its self-evaluation process to make improvements regarding its role, functioning, and effectiveness.

### **Evidence List**

- [IVC10-01](#) RP 2.204, Policy on Board Self-Evaluation
- [IVC10-02](#) BOR Meeting Materials, April 20, 2023

[IVC10-03](#) BOR Committee on Governance Meeting Minutes, October 5, 2023  
[IVC10-04](#) BOR Committee on Governance Meeting Materials, August 3, 2023

**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 ([IVC1-03](#)). 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 UH System and the conditions under which such regents need to recuse themselves from actions impacted by their employment status ([IVC11-01](#)).

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 ([IVC11-02](#)). The UH System general counsel is available at board meetings to help resolve the determination of potential conflicts of interest. Ethics violations are also reported and publicly searchable via the Hawai'i State Ethics Commission website. The BOR has no reports of ethics violations.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. BOR policies and procedures require regents to adhere to a code of ethics and conflict of interest policy, and provide for dealing with any behavior that violates these expectations. Board member interests are publicly disclosed. The BOR has no reports of ethics violations.

### **Evidence List**

[IVC1-03](#) BOR Bylaws  
[IVC11-01](#) RP 2.206, Policy on Regents as Employees  
[IVC11-02](#) Hawai'i State Ethics Commission Website

**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**

RP 2.202, Duties of the President & Mitigation of Conflicts of Interest, 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 ([IVC12-01](#)). The general policy on duties of the president is further refined in specific actions. For example, RP 9.218, Delegation of Personnel Actions, describes those hiring actions reserved by the BOR, those delegated to the president, and those that may be further delegated by the president ([IVC12-02](#)). 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 (see Standard IV.C.3. for more information).

When the BOR does feel that a matter needs additional oversight, it authorizes a task group, assigning powers and duties determined by the BOR. The tenure of a specific task group expires at the completion of its assigned task.

### **Analysis and Evaluation**

Hawai'i CC meets this standard. While the BOR maintains its responsibility for establishing overall strategic direction, UH System policies, and fiduciary management of the UH System, the BOR does not actively engage in direct or detailed management of the community colleges or individual campuses.

### **Evidence List**

[IVC12-01](#) RP 2.202, Duties of the President & Mitigation of Conflicts of Interest

[IVC12-02](#) RP 9.218, Delegation of Personnel Actions

**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 UH Community Colleges inform the BOR about the status of their accreditation through the submission of ACCJC reports, such as the institutional self-evaluation and midterm reports. For example, in preparation for the submission of the 2022 midterm reports, the VPCC presented the BOR Committee on Academic and Student Affairs with an overview of the accreditation process and an update on progress made since the 2018 institutional self-evaluation reports were submitted. This included the chancellors of the six community colleges presenting a synopsis of their respective midterm reports, focusing on recommendations made by the ACCJC's comprehensive peer review evaluation team in 2018 and actions undertaken to address these recommendations (pp. 2-4, [IVC5-06](#)).

The BOR is provided an opportunity to review and provide feedback on the governance standards before submission to ACCJC. Additionally, a briefing on the 2025 institutional self-evaluation report will be provided to the Committee on Governance. The BOR is updated if any changes in accreditation status occur outside of the scheduled review processes.



## Analysis and Evaluation

Hawai'i CC meets this standard. The BOR is fully informed of the accreditation requirements and the process of ISER preparation, and supports UHCC efforts to improve and excel.

### Evidence List

[IVC5-06](#) BOR Committee on Academic and Student Affairs Minutes, August 4, 2022

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## Conclusions on Standard IV.C: Multi-College Districts or Systems

The UH BOR maintains appropriate Regent policies and has exclusive jurisdiction over the internal structure, management, and operation of the university. The BOR is guided by bylaws, regent policies, and the BOR handbook, and engages in ongoing professional development and training. BOR annual self-evaluation ensures effectiveness in sustaining academic quality and institutional effectiveness.

### Improvement Plan(s)

None

## IV.D. Multi-College Districts or Systems

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**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 UH System is the sole provider of public higher education in the state of Hawai'i. Board of Regents Policy (RP) 3.201, Major Organizational Units of the University of Hawai'i, establishes the overall structure of the UH System ([IVD1-01](#)). The ten-campus UH System includes the University of Hawai'i Community Colleges (UHCC) System, which comprises seven community colleges. RP 4.207, Community College System, establishes the UHCC System ([IVC5-02](#)). University of Hawai'i Maui College is accredited by the Western Association of Schools and Colleges, 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.

The vice president for community colleges (VPCC), the chief executive officer (CEO) of the system, provides the overall leadership of the UHCC System. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president ([IVD1-02](#)). The Office of the Vice President for Community Colleges (OVPCC) oversees the management of and provides support in several areas, including academic support, planning, personnel, facilities, and fiscal resources. 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 ([IVD1-03](#)).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating authority for campus leadership ([IVD1-04](#)). For more detailed discussion, see Standard IV.D.4. The chancellors report through the VPCC to the president of the UH System for systemwide 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 actions of the UH Board of Regents (BOR) in supporting both individual campus autonomy and systemwide coordinated operations ([IVC4-01](#)).

The UHCC System's functional map summarizes the delineation of functions and the differentiation of system and campus level responsibilities. It aligns with both the major accreditation topics as well as the detailed parts of the Accreditation Standards ([D-02](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. Established policies and procedures clearly identify the positions of CEO for both the UHCC System (the VPCC) and individual campuses (chancellors), and describe their authorized roles in providing leadership at multiple levels.

## Evidence List

- [IVD1-01](#) RP 3.201, Major Organizational Units of the University of Hawai'i
- [IVC5-02](#) RP 4.207, Community College System
- [IVD1-02](#) UHCC Organizational Chart 1
- [IVD1-03](#) UHCC Organizational Charts 3 & 4
- [IVD1-04](#) UHCC Organizational Chart 2
- [IVC4-01](#) BOR Biographies
- [D-02](#) UHCC Functional Map

**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 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 OVPCC provides system-level support for campus operations through both a centralized system office and through several bodies composed of campus representatives. The functional map shows the areas of shared responsibility and delineated responsibility ([D-02](#)).

Two associate vice presidents (AVP) coordinate centralized support services in academic affairs and administrative affairs and oversee the operations of the OVPCC. Coordination at the system level, balanced with campus-based coordination, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for implementing initiatives that fit best with the individual campus culture and mission.

Policies, which include delineation of responsibilities through the work of systemwide councils, developed by the UHCC are posted on the OVPCC website ([IVD2-01](#)).

The VPCC meets regularly and works with several councils composed of representatives of specific leadership constituencies at the community colleges: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs ([IVB5-01](#), [IVD2-02](#), [IVD2-03](#)).

See Standard IV.D.7 for more on the evaluation of role delineations and responsibilities.

## Analysis and Evaluation

Hawai'i CC meets this standard. The UHCC System delineates the roles and responsibilities for the system as a whole and the individual colleges. 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, while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office. Regular communication and collaborative discussion and decision-making through the councils ensure alignment in efforts that support student success.

## Evidence List

- [D-02](#) UHCC Functional Map
- [IVD2-01](#) UHCC Policies Webpage
- [IVB5-01](#) UHCCP 1.101, Council of Community College Chancellors
- [IVD2-02](#) UHCCP 1.102, Community College Council of Faculty Senate Chairs
- [IVD2-03](#) UHCCP 1.104, Community College Council of Native Hawaiian Chairs

**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

State law, primarily Chapter 37 of the Hawai'i Revised Statutes (HRS), governs the UH System's budget preparation and receipt of and further distribution of resources ([IVD3-01](#)). The UH System provides biennial budget requests, financial plans, and program performance reports to the governor and the state legislature in odd-numbered years; the UH System may also submit supplemental budget requests to amend any appropriation for the current fiscal biennium in even-numbered years. Major organizational units, including the UHCC System, appropriate operating and capital improvements projects (CIP) funds for the UH System.

The UHCC System office, under the guidance of the associate vice president for administrative affairs, coordinates the budget development and request process for the community colleges. The VPCC has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges.

In preparation for a new budget cycle, each college develops its own budget requests (see Standard III.D) in alignment with strategic planning goals and objectives. 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. Each college may also generate and retain other sources of internal and extramural funds. UHCC Policy (UHCCP) 8.000, General Fund and Tuition and Fees Special Fund Allocation, and UHCCP 8.201, Unrestricted Fund Reserve - General, Special, Revolving Funds, guide the management of sources of funding other than general funds ([IIID1-01](#), [IIID1-09](#)). Each college's budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors ([IVD3-02](#)). The BOR Committee on Independent Audit receives and reviews a UH System audit report ([IIID5-09](#)).

Campuses have also had access to additional funds from the OVPCC and from the office of the UH president, providing additional incentives for the meeting of certain goals linked to performance measures focused on student achievement. These funds were provided in whole during the pandemic, but new performance funding metrics have been identified and will be implemented in the upcoming academic year. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. The OVPCC redistributes unallocated funds 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. The OVPCC

created UHCCP 9.495, Long-Term Vacancy, to outline the process for reallocating long-term vacant positions ([IVD3-03](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. Clearly established policies guide the allocation of key resources, particularly funding and personnel. 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 the colleges use resources most effectively to support their missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

## Evidence List

- [IVD3-01](#) HRS, Chapter 37, Section 62
- [IIID1-01](#) UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation
- [IIID1-09](#) UHCCP 8.210, Unrestricted Fund Reserve - General, Special, Revolving Funds
- [IVD3-02](#) UHCC Operating Revenue FY 2014 - FY 2023
- [IIID5-09](#) UH Financial and Compliance Audit Report
- [IVD3-03](#) UHCCP 9.494, Long-Term Vacancy

**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 UH System has a president, a 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 ([IVD4-01](#)). The VPCC is the CEO of the system of the seven UHCC campuses. Each college has a chancellor, the CEO of the institution. RP 4.207 established the community college system in 2002, although the colleges have been functioning since 1965 as part of the UH System ([IVC5-02](#)).

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in 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" ([IVD4-02](#)). UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs, also specifies that "Chancellors shall be responsible for ensuring the continued financial and operational success of revenue generating programs at their campus and that they are financially sound." ([IIID5-04](#)). EP 9.112, Delegation of Authority for Personnel Actions, Attachment B delegates responsibility for a broad range of personnel actions to the chancellors ([IVD4-03](#)).

In line with the need for accountability in the fulfillment of their duties, chancellors and other executive and managerial personnel are subject to annual performance evaluation with

final assessment by the VPCC. RP 9.212, Executive and Managerial Personnel Policies, Section III.E provides the evaluation process ([IIIA1-07](#)). The current process includes a 360 evaluation survey, self-evaluation by the executive, and review of goals with the supervisor.

## Analysis and Evaluation

Hawai'i CC meets this standard. Several policy and procedural documents clearly document 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 delineation and delegation provides more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

## Evidence List

- [IVD4-01](#) UH System Organizational Chart
- [IVC5-02](#) RP 4.207, Community College System
- [IVD4-02](#) EP 1.102, Authority to Manage and Control the Operations of the Campus
- [IIID5-04](#) UHCCP 8.200, Financial and Operational Oversight of Revenue Generating Programs
- [IVD4-03](#) EP 9.112, Delegation of Authority for Personnel      Actions - Attachment B
- [IIIA1-07](#) RP 9.212, Executive and Managerial Personnel Policies

**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

Multiple structures at the UH and UHCC systems facilitate the dialogue and decision-making essential to planning and implementation processes. 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 Hawai'i CC Strategic Plan which was developed to be aligned with the UH and UHCC Strategic Plans ([IA2-08](#), [IA1-02](#), [IIID2-01](#)).

The UHCC system receives a single general fund appropriation from the governor and state legislature, and this appropriation is allocated directly to the campuses based on an allocation model that has been used for many years. Each college is responsible for planning and managing the campus budget based on their own integrated planning processes that align with the campus strategic plan and the system strategic plans. See Standards III.B. and III.D. for more information on integrated planning and budgeting.

The UHCC system receives systemwide funding for CIP and Repairs and Maintenance (R&M) funds. The associate vice president (AVP) for administrative affairs works closely with the vice chancellors for administrative services to prioritize and expend the CIP and R&M funds in alignment with the strategic plans and campus needs. Additionally, the AVP for administrative affairs is the legislative liaison for the UHCC. This role is responsible for gathering campus requests for the legislature, reviewing, and approving legislative



proposals that will be included in the UH budget submitted to the BOR, governor, and legislature ([IVD5-01](#)).

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 the level of both UH and the UHCC systems ([IVD5-02](#)).

UHCC developed systemwide institution-set standards that include baselines and targets to guide the community colleges in their planning to improve student learning and achievement. Data based on these set standards and other metrics are regularly presented to the campuses for discussions. These presentations inform campuses of their performance as well as in relation to its sister community colleges. Colleges receive performance funding from UHCC and UH for achieving student learning and achievement targets to encourage improvement of student learning and achievement and institutional effectiveness ([B-01](#)).

The UHCC also promotes and supports systemwide committees to focus discussion on student learning such as the UHCC Online Education Systemwide Committee ([IVD5-03](#)), General Education Inquiry Team ([IVD5-04](#)), and UH systemwide committees supporting general education ([IVD5-05](#)). The UHCC system has convened math and English faculty to evaluate corequisite and accelerated learning models for math and English, and the deans of career and technical education convene Program Coordinating Councils (PCCs) in support of cross-campus discussions of student outcomes with career and technical education programs ([IVD5-06](#)).

## **Analysis and Evaluation**

Hawai'i CC 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 the UH System, the UHCC System, and the individual community colleges use as the basis of evaluating institutional and system effectiveness.

## **Evidence List**

|                          |  |
|--------------------------|--|
| <a href="#">IA2-08</a>   | Hawai'i CC Ka'ao Ka'ika'i Strategic Plan                             |
| <a href="#">IA1-02</a>   | UH Strategic Plan  |
| <a href="#">IIID2-01</a> | UHCC Strategic Plan  |
| <a href="#">IVD5-01</a>  | 2023 Legislative Session Approved CIP Funds                          |
| <a href="#">IVD5-02</a>  | Memorandum, Performance Funding                                      |
| <a href="#">B-01</a>     | UHCCP 4.203, Institution-Set Standards                               |
| <a href="#">IVD5-03</a>  | UHCC Systemwide Online Education Committee Minutes, January 19, 2024 |
| <a href="#">IVD5-04</a>  | Memorandum, General Education Professional Development Opportunity   |
| <a href="#">IVD5-05</a>  | UH Systemwide Foundations Meeting Agenda & Notes, November 29, 2023  |
| <a href="#">IVD5-06</a>  | UHCC Accounting PCCI Meeting Agenda, April 28, 2023                  |

**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 and serves as the administrative representative to the BOR Committee on Student Success. When the colleges forward items to the BOR for approval such as institutional self-evaluation reports, they do so under the signature of the VPCC. In addition to publicly posted minutes of board committee and board meetings, the VPCC receives memos summarizing board-approved actions ([IVD6-01](#)). The Policies and Procedures Information System notifies campuses of updates to the policies and procedures that constitute the institutional infrastructure ([IVD6-02](#)).

The VPCC meets weekly with the chancellors via Zoom and monthly in person for the Council of Community College Chancellors. The meetings are the primary communication method from the system office to the chancellors of upcoming system initiatives, announcements from the president, clarification of federal and state regulations, and other topics that impact the colleges systemwide.

The two AVPs also meet regularly with their respective campus counterparts. The AVP for academic affairs hosts monthly meetings with the vice chancellors of academic affairs, vice chancellors and deans of student affairs, and deans of career and technical education. Several times a year, joint meetings are held between groups on topics of shared interest.

The AVP for administrative affairs meets with the vice chancellors of administrative services monthly to discuss topics of concern to all of the colleges, including budget discussions, and to prioritize spending of system funds allocated by the legislature. The AVP for administrative affairs also manages general UHCC repair and maintenance, and minor CIP projects.

The VPCC meets regularly with three councils representing different aspects of college governance: The Council of Community College Chancellors ([IVB5-01](#)), the Community College Council of Faculty Senate Chairs ([IVD2-02](#)), and the Community College Council of Native Hawaiian Chairs ([IVD2-03](#)). Each council documents its meetings and completes an annual self-assessment.

The VPCC makes semi-annual visits to each UHCC campus with information pertinent to both the UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budgets 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 ([IVD6-03](#)). Spring semester visits generally provide a summary of current initiatives as well as a prospective view of upcoming work ([A-18](#)).

Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate varying degrees of effective campus- and constituent-focused reporting. The UHCC System is taking specific steps to improve timely access to information that documents discussion and decision-making at the system level, such as agendas and minutes of councils and other deliberative bodies. Additionally, the OVPCC is revising its website to enhance the accessibility and currency of the information posted there ([IVD6-04](#)).

## Analysis and Evaluation

Hawai'i CC meets this standard. The VPCC serves as an important point of connection between the UH System and the UHCC System, and between the OVPCC and the individual colleges. The chancellors of the individual colleges are responsible for working with the OVPCC and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC recognizes 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.

## Evidence List

- [IVD6-01](#) Approved Action Memos Email
- [IVD6-02](#) PPIS Changes Email
- [IVB5-01](#) UHCCP 1.101, Council of Community Colleges Chancellors
- [IVD2-02](#) UHCC 1.102, Community College Council of Faculty Senate Chairs
- [IVD2-03](#) UHCC 1.104, Community College Council of Native Hawaiian Chairs
- [IVD6-03](#) VPCC Fall 2023 Presentation
- [A-18](#) VPCC Spring 2024 Presentation
- [IVD6-04](#) OVPCC Website

**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 UHCC system office regularly evaluates role delineations, governance, and decision-making processes through shared governance to assure integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. Roles and responsibilities are delineated in the functional map ([D-02](#)). The primary tool to evaluate role delineations, shared governance, and decision-making processes is the UH/UHCC Shared Governance Survey. Surveys were conducted in October 2021 and January 2024 and distributed to all employees in the community college system ([IVD7-01](#)).

Responses from the most recent survey indicated that a majority of faculty and staff at the campuses have participated on a systemwide committee, thus contributing to decision-making.

For communication, most respondents agreed that communication is timely and accurate from the UH and UHCC systems. The UHCC website has been updated to provide more timely communication. A pilot newsletter from OVPCC was published in fall 2023, and more than 55 percent of the respondents in the recent survey indicated it was an effective way to receive information.

Regarding shared governance, the results indicated the roles between the UH System, UHCC System, and the colleges are not clear. This is an area that will need to be addressed moving forward. The 2024 survey results indicate that UHCC committees do provide an effective forum for systemwide decision-making, but less so for those systemwide committees under the purview of the UH System. Moving forward, the OVPCC is planning to increase efforts to communicate the importance of shared governance systemwide and work more closely with the systemwide committees to ensure their efforts are also being communicated.

In another effort to enhance communication, OVPCC instituted a survey to campus employees before the fall 2023 campus visits. Each college was given an opportunity to submit questions which were answered at the campus visit. The questions and responses were shared as part of the campus presentations, and all questions and responses were shared subsequently via email systemwide and are posted publicly in a shared drive ([IVD7-02](#)).

## **Analysis and Evaluation**

Hawai'i CC meets this standard. The UHCC system evaluates role delineations, shared governance, and decision-making processes through the Shared Governance Survey, which is distributed about every two years. The results of the survey are analyzed and actions identified to drive improvements. Through campus visits each semester, the OVPCC shares results of data and evaluations with the campuses.

## **Evidence List**

- [D-02](#) UHCC Functional Map
- [IVD7-01](#) UH/UHCC Shared Governance Survey Results
- [IVD7-02](#) Fall 2023 Campus Visits Q&A Presentation

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## **Conclusions on Standard IV.D: Multi-College Districts or System**

The UH VPCC provides leadership over all system functions. The functional chart shows how functions are delineated as system, college, or shared responsibilities, based on ACCJC standards. The VPCC reports to the UH president and works with the UH officers, UHCC system wide committees, and Council of Community College Chancellors on student success and achievement, budget development and monitoring, and communication.

The VPCC delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with a shared governance process. The VPCC ensures that all statutes, regulations, and BOR policies are implemented and work in accord with the UH System vision, mission and values.

#### Improvement Plan(s)

| Standard | Improvement Plan   | Leads                        | Timeline              | Expected Outcome   |
|----------|--|------------------------------|-----------------------|--|
| IV.D.7   | Improve clarity of role delineation  | OVPCC                        | Fall 2024             | Disseminate Functional Chart system wide.<br><br>Include discussion of role delineation and shared governance in fall 2024 campus visits |
| IV.D.7   | Increase efforts to communicate the importance of shared governance systemwide | OVPCC, Systemwide committees | Spring 2023-Fall 2024 | Systemwide committees to evaluate their role in shared governance and make recommendations for improvement                               |

## H. Quality Focus Essay

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*Hawai'i CC Ho'oku'u Ceremony*

### Action Project: Building Capacity

#### Introduction and Rationale

As a result of self-reflection during the Institutional Self Evaluation Report process, Hawai'i CC identified an area of focus to better meet the mission of the College and ultimately, to increase student learning and achievement. The hiring of qualified personnel in a timely manner to fill vacancies is an urgent priority. In response to the evolving employment landscape, the College strives to continually improve the efficiency and effectiveness of the recruitment and retention processes.

One of the core commitments in the College's Strategic Plan ([IA2-08](#)) is to build and maintain the wellbeing of the Kauhale. A variety of factors have led to a noted turnover since the COVID-19 pandemic: retirements, recruitment and retention difficulties, position elimination, and a systemwide hiring freeze which has been recently lifted. Therefore, Hawai'i CC has prioritized the recruitment and retention of administrators, faculty and staff to properly serve its mission.

#### Anticipated Impact on Student Learning and Achievement

Filling vacant positions will alleviate the pressures and challenges faced by understaffing. Having inadequate staffing to maintain the integrity of programs and services quickly leads to faculty and staff burnout. Adequate staffing will allow a healthy work-life balance which in turn will foster a more creative college climate, and in fact, a more productive and engaging



learning environment for students.

## Outcome Measures

Staff with appropriate qualifications are essential to support the institution's operations. Implementing this QFE would result in these measurable outcomes:

- Fewer vacant positions
- Streamlined hiring process- (Reduced time from announcement to hire)
- Increased faculty and staff satisfaction (via College Climate survey or similar)

## Project Action Plan

| Activity   | Responsible Party  | Resources Required                           | Timeline   |
|--|--|--|------------|
| 1. Continuously analyze staffing needs.  | <ul style="list-style-type: none"> <li>• Admin Team [Chancellor, Vice Chancellor for Administrative Services (VCAS), Vice Chancellor for Student Affairs (VCSA), Vice Chancellor for Academic Affairs (VCAA)]</li> <li>• Deans and Department Chairs</li> <li>• Program and Unit Coordinators</li> <li>• College Council and CERC</li> </ul> | Personnel Time                               | Ongoing    |
| 2. Review personnel document workflow to streamline and improve efficiency in the hiring process.          | <ul style="list-style-type: none"> <li>• Chancellor, VCAS</li> <li>• Human Resources</li> </ul>  | Personnel Time                               | Fall 2024  |
| 3. Prioritize needs, fill vacancies with qualified personnel.  | <ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Human Resources</li> </ul>  | Personnel Time                               | AY 2024-25 |
| 4. Develop onboarding and professional development activities that support new hires and current personnel | <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Community Participation Committee</li> <li>• Faculty/Staff Development Committee</li> </ul>  | Personnel Time                               | AY 2024-25 |
| 5. Collect data and continuous feedback to modify programs and initiatives.                                | <ul style="list-style-type: none"> <li>• Admin Team</li> <li>• College Council</li> </ul>  | Personnel Time<br><br>College Climate Survey | Ongoing    |