

EXTERNAL EVALUATION REPORT

Hawai'i Community College
1175 Manono Street
Hilo, HI 96720

This report represents the findings of the evaluation team that visited
Hawai'i Community College from October 15-18, 2018

Mary A. Y. Okada, Ed.D.
Team Chair

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Hawai'i Community College Comprehensive Evaluation Visit

Team Roster

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Dr. Mary Okada
President/CEO
Guam Community College

Assistant

Marlena Montague
Assistant Director, Assessment,
Institutional Effectiveness & Research
Guam Community College

Academic Representatives

Ms. Virginia Guleff
Vice President, Student Learning
and Economic Development
Butte College

Dr. Mohamed Eisa
Faculty, Business
Diablo Valley College

Dr. James Patterson
Professor of English
Imperial Valley College

Dr. Gina La Monica
Instructor, Health Ed.
Ventura College

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Lead Librarian
Hartnell College

Ms. Karen Simion
Vice President for Instructional Affairs
College of Micronesia-FSM

Administrative Representatives

Dr. Edward Karpp
Dean of Research, Planning and Grants
Glendale Community College

Other Members

Dr. Henry Shannon, System Team Chair
President
Chaffey College

ACCJC Staff Liaison

Dr. Stephanie Droker
Vice President, ACCJC

Ms. Julie Sanchez, System Team Assistant
Executive Assistant
Chaffey College

Summary of Evaluation Report

INSTITUTION: Hawai'i Community College

DATES OF VISIT: October 15-18, 2018

TEAM CHAIR: Dr. Mary Okada

A nine-member accreditation team visited Hawai'i Community College (HCC) October 15 to October 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair workshop on August 2, 2018 and conducted an electronic pre-visit to the campus on August 10, 2018. During the visit, the chair had discussions with campus leadership and key personnel. The entire external review team received team training provided by staff from ACCJC on September 5, 2018.

The evaluation team received the College's Institutional Self-Evaluation Report (ISER) and supporting evidence several weeks prior to the site visit. Team members were able to use the ISER to support the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the College provided an accurate picture of the College through the ISER, which contained several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay (QFE), which the team has provided comments.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On October 15, team members spent the afternoon discussing their initial observations from the ISER and supporting evidence that was provided. From October 16 to 17, team members visited the main Manono campus, shared facilities at UH Hilo, and the Palamanui satellite campus. Hawai'i Community College held a welcoming reception for the visiting peer review team on October 16, 2018.

During the visit, team members met with students, faculty, staff and administrators in formal meetings, group interviews, and individual interviews. Team members also interviewed representatives from the University of Hawai'i Community College System. Some team members made informal observations of classes and other campus activities. Four open forums provided College stakeholders and community members an opportunity to meet with members of the evaluation team.

The team provided two recommendations to improve institutional effectiveness. The evaluation team also identified a number of practices for which the College excels in meeting the Standards that are documented in the three commendations for HCC.

Major Findings and Recommendations of the 2018 External Evaluation Team

Team Commendations

During the accreditation visit to Hawai'i Community College, the team identified several areas of the College that are worthy of commendation:

Commendation 1 - The Evaluation Team commends Hawai'i Community College for defining and advising students on clear pathways to complete degrees, certificate and transfer goals. (II.C.6)

Commendation 2 - The Evaluation Team commends Hawai'i Community College for the implementation, evaluation, and continuous improvement of its professional development programs that support faculty, staff, and administrators. (III.A.14)

Commendation 3 - The Evaluation Team commends Hawai'i Community College for the incorporation of the concept of "Kauhale" to align the institution's programs and services with the college's mission by engaging administrators, faculty, and staff participation in the decision-making processes. (IV.A.2)

System Commendation:

The University of Hawaii Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

Team Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1

In order to improve institutional effectiveness, the college should strengthen the link between assessment data and resulting analysis in order to support student learning and student achievement. (I.B.4)

Recommendation 2

In order to improve institutional effectiveness, the college should monitor the completion rate of evaluations for Civil Service and Administrative/Professional/Technical employees by evaluating all personnel systematically and at stated intervals. (III.A.5)

System Recommendation:

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance, and decision-making processes to ensure their integrity. (IV.D.7)

Introduction

As one of seven community colleges in the University of Hawai'i (UH) System, Hawai'i Community College serves all of Hawai'i Island. The island's only comprehensive open-door community college was established in 1941 as Hawai'i Vocational School and was later renamed in 1956 as Hawai'i Technical School. In May 1970, the college became Hawai'i Community College (HCC) and operated as a unit of the University of Hawai'i at Hilo until the fall of 1990 when it assumed its own administrative responsibilities. In spring 2015, HCC opened its Palamanui campus to serve the west side of the island.

HCC was granted accreditation as a separate institution in 1995 and satisfied all requirements for accreditation in 2001, 2007 and 2013. Additionally, it offers three programs with specialty accreditations: culinary arts, early childhood education, and nursing. In total, HCC offers 31 academic degrees, 44 career and technical education certificates and two academic subject certificates at the Manono campus. The Palamanui branch campus offers academic degrees and certificates in ten areas. HCC acts as the main feeder college to UH Hilo, and has five degree concentration areas, including in the areas of Administration of Justice, Art, History, Psychology and Sociology. Other exploratory pathways for transfer students include Health Sciences and Business. Online opportunities are offered by HCC; the college also offers a range of non-credit programs.

HCC has embraced the concept of Kauhale, which unites all of its work into an "academic village without walls." The college serves a culturally diverse student body, with the college's percentage of Native Hawaiian or Part-Hawaiian students greatly exceeding that of the island's population as a whole. The college also serves a wide-range of age groups with students aged 16 to over 80. The college has also historically served a larger number of female students than male students.

As the economy has improved and unemployment has decreased, HCC's enrollment has also decreased. The decline is predicted to be milder through fall 2022. Many of the college's students, however, continue to face financial challenges. HCC continues to be an affordable option for students and through the 2015-2021 Strategic Directions, the college will continue to increase its outreach to targeted populations. The college will continue its participation in the P-20 collaboration and to conduct outreach to high school students. In addition, the college holds an MOU with the local adult school to expand educational offerings at high schools and to target students participating in equivalency programs.

HCC maintains student achievement data by enrollment status, curriculum category, ethnicity, Pell grant recipients, completion, persistence, age and gender. The UHCC system has also adopted Institution-Set Standards and the college is responsible for eight standards: course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell recipient degrees and certificates, transfers to baccalaureate institutions, IPEDS student success rate, licensure and certification examination success rate and job placement rate.

HCC has engaged in the system-wide reform of developmental education and is now offering an accelerated developmental sequence in which a developmental or co-requisite course is taken

with a college-level course to reduce time to completion. The Academic Senate has begun a major change in the College's General Education (GE) program to determine which courses should be designated GE and to align the college's GE offerings with other UH campus offerings. Additionally, the college has invested time and resources into developing and assessing course learning outcomes (CLOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs). The college has maximized the system's advanced analytic and graphic data tools to analyze student achievement and to more fully utilize the comprehensive program review process to make improvements.

Eligibility Requirements

1. Authority

The team confirms that Hawai'i Community College is a two-year community college under the authority of the University of Hawai'i Board of Regents (BOR) and is authorized to operate as a postsecondary degree-granting educational institution.

The college meets Eligibility Requirement 1.

2. Operational Status

The Institutional Research & Analysis Office, University of Hawai'i provides Continuing Education Enrollment Reports, AY 2016-2017, Headcount Enrollment, Fall 2013-2017, Enrollment Distribution of Majors, Fall 2014-Spring 2017, and other data showing that the institution is operational with students actively pursuing degrees.

The college meets Eligibility Requirement 2.

3. Degrees

At Hawai'i Community College a substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of students are enrolled in them. Many of the degree programs are of two academic years in length. HCC provides 27 academic programs, offering 31 degrees, 44 career and technical education certificates, and 2 academic subject certificates in Liberal Arts.

The college meets Eligibility Requirement 3.

4. Chief Executive Officer

Hawai'i Community College has a chancellor who is the chief executive officer of the College. The chancellor is appointed by the University of Hawai'i Board of Regents and serves as the full-time administrator for the College with the authority to administer BOR policies. The chancellor does not serve as the chair of the governing board.

The college meets Eligibility Requirement 4.

5. Financial Accountability

The College undergoes and makes available an annual external financial audit by a certified public accountant. Required federal audits are conducted and are available online. All audits are reviewed by the BOR.

The college meets Eligibility Requirement 5.

Compliance with Federal Regulations Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

Hawai'i Community College (HCC) appropriately announced the comprehensive ACCJC evaluation visit and made the good faith effort to solicit third party comments. Dates of the visit were publicly reported on the college's Accreditation webpage. Comments received did not require an evaluation team follow up.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Hawai’i Community College (HCC) utilizes the University of Hawai’i Community College (UHCC) System Institution-Set Standards, which include baseline and aspirational values, in regular reports prepared in conjunction with strategic planning, program review, and assessment processes. Course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, transfers to baccalaureate institutions, Integrated Postsecondary Education Data System student success rate, licensure and certification examination success rate, and job placement rate are the eight standards defined in the UHCC System adopted UHCCP 4.203 policy.

The Office of the Vice President of the Community Colleges is responsible for producing an annual report of achievement results compared to the baseline and target values, including trend analysis. A presentation is given by the vice president each semester on the performance data, the outcomes, strategies, and initiatives for student achievement based on the institution-set standards data results. The UHCC Strategic Directions are informed by the results of these performance measures and the college is responsible for preparing action plans to address improvements in the achievement results when data falls below the baseline measure.

The biannual presentations, campus-specific annual reports, and other details on campus performance on the standards and system-wide initiatives are posted on the UHCC and college websites. Results and action plans are discussed in division, administrative, and College Council meetings and used to allocate resources and implement institutional improvements. These include the institutionalized grant-funded position of the Pathway Coordinator, the creation of the Outreach and Recruitment Coordinator and the Student Success Coordinator, and the formation of the Strategic Enrollment Management group.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The UHCC Policy, UHCCP 5.228: Credit Hour, provides the 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. The UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates establishes the minimum number of credit hours for each of the College's certificates and degrees.

The Academic Senate Curriculum Review Committee (CRC) reviews all new course and degree proposals and revisions to ensure minimum unit requirements and unit-to-student-learning-hour ratios are correct. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses.

Board of Regents Policy, RP 6.202 Tuition and UH Executive Policy, EP 6.202 Tuition-Setting Procedures outline tuition requirements for degree programs based upon the number of semester hours for residents and nonresidents across all University of Hawai'i community colleges. The College does not award credit based on the clock-to-credit hour conversion formula.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

HCC discloses its policies for transfer of credit within and from outside the UH System to its students and the public. Information is available in the college catalog, website, provided during advising, and on the system-wide Course Transfer Database website.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

Narrative:

Hawai’i Community College (HCC) adopted HAW 5.200 Distance Education, a policy designed to articulate the college’s approach to DE and to define procedures and practices for support services, course scheduling and quality assurance so that DE courses meet federal requirements and accreditation standards with the ultimate goal of promoting student success through the use of best practices.

UH Board of Regents Policy 5.210 Distance Education and Offsite Instruction provides guidance to the college in maintaining high-quality DE courses that meet UH system, national and accreditation standards as well as the college Mission. All HCC courses are designed based on Course Outlines of Record that contain common elements regardless of teaching modality and departments determine teaching modality based on course reviews, learning outcomes assessment results, and student needs.

The UH system provides students and faculty with access credentials to Laulima, an open-source Sakai learning management system which serves as the college’s web-based course management system and collaborative resources tool used by faculty and students in both DE and face-to-face courses. Campus Services/IT Support and Media Services provide support for DE technology, including computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on</i>

	<i>Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i>
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[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

HCC has presented evidence of clear and accessible policies and procedures for student complaints. It maintains a record of the previous six years of complaints and has demonstrated that it consistently follows its policies and procedures in the resolution of these complaints. The college posts on its website complaint processes including filing a Title IX complaint, filing a complaint with ACCJC and filing a complaint using the college’s student complaint procedure.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</i>
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

HCC provides accurate, current, and appropriate detailed information through its website and catalog. The website is easily navigated and information to students and the public is readily available. College and program accreditation status is available on the college website and in the catalog.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

HCC presented evidence that it complies with Title IV requirements, including the most recent certified independent audit, representing an unqualified opinion. An internal control issue was identified with a corrective action plan to correct the deficiency. The institution's student loan default rates are within the acceptable range defined by USDE.

Standard I

Mission, Academic Quality, and Institutional Effectiveness and Integrity

IA. Mission

General Observations:

The college's response to Standard IA was thorough. Evidence was provided or easily found on the college website which supported the institution's claims of alignment with standards. From the ISER and interviews on campus, the new mission of the college has been integrated into the integrated planning dialog and documents.

Findings and Evidence:

The institution has documented a recent review and update of its mission statement. The new mission clearly identifies the broad educational purpose "to promote lifelong learning," the intended student population "our Hawai'i Island community," and their commitment to student learning and achievement. The HCC mission statement is printed in the catalog and posted on the college website. The mission statement is posted at numerous locations on campus. College Council End of Year Report 2016-17 notes: "College Council assisted with the vetting of the new Mission/Vision/ILOs and provided the results to the chancellor for approval by the BOR." (I.A.1, I.A.4)

The UHCC Annual Report of Program Data (ARPD) web page provided examples of Course Assessment Plan Worksheets and Closing the Loop Report Worksheets as well as Annual and Comprehensive Programs Reviews. The ARPD is developed at the system level after receiving data from the colleges. The ARPD has student success data on distance education for each discipline that offers DE courses. Additionally, on this site, there is a college program analysis for each program showing data on DE. The Office of the Vice President of Community Colleges (OVPC) includes institution-set standards. Course Assessment Plan Worksheets and Closing the Loop Report Worksheets indicate the types of data used to analyze institutional effectiveness. (I.A.2)

The narrative and evidence provided in the ISER demonstrates a regular and substantive dialogue relating to student learning and achievement, academic quality, and institutional effectiveness. The Program/Unit Review Process (PURP) templates for programs and units includes an expectation that programs and units develop action plans aimed at continuous improvement, and the College Effectiveness Review Committee (CERC) rubrics include a review of the action plans in their review of program and unit reviews. The college demonstrates a transparency of their institutional planning by publishing their assessment data and program/unit review documents on the college website. While the emphasis is clearly upon quantitative data analysis, the college's processes include opportunities to add qualitative data to the pool of shared meaning. (I.A.2)

The Academic Senate has a DE committee, which ensures the DE courses meet "best practices and national standards of online teaching and align with the mission of the College." The DE policy HAW 5.200 specifically states "DE at HCC supports the College's mission of "serving all

segments of our Hawai'i Island community" by offering distance delivery courses and programs to underserved areas." (I.A.2)

On the HCC website, the HCC Strategic Plan is for 2008-2015, the Academic Master Plan is for 2013-2015, the Technology Plan is for 2013-2015, and the Resources Master Plan is 2013-2014. During interviews on campus, there were multiple references to the current Strategic Plan. In follow up interviews, the team learned that the multiple plans have been folded into the Strategic Plan 2015-2021. The college mission is reflected in the current Strategic Plan. (I.A.3)

Evidence provided demonstrates that the mission is included in institutional decision-making and institutional planning. HCC has performed a periodic review and update of the mission in accordance with their own planning cycle. (I.A.4)

Conclusions:

The College meets Standard I.A.

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Based on evidence presented in the ISER and on interviews with college personnel, Hawai'i Community College has processes in place for dialogue about outcomes and equity, the regular assessment of learning outcomes, the review of programs and units, and planning. The University of Hawai'i system has defined metrics and the college has set standards, including both minimum standards and aspirational goals, for these metrics. Processes for assessing learning outcomes, program review, and planning are established and broadly understood by constituent groups.

Findings and Evidence:

The team verified evidence of dialog about outcomes, equity, quality, effectiveness, and continuous improvement. Committees responsible for discussion of these issues include the College Effectiveness Review Committee (CERC), the Assessment Committee, the Student Success Pathways Committee, and the Integrated Student Services Committee. Additionally, part of the institutional assessment coordinator's position and function is to ensure "that substantive discussions are taking place" about assessment. Continuous improvement is a specific element in the Program and Unit Review Process (PURP). Dialog has resulted in examples of process improvement, including the college's plan to streamline the program and unit review and resource allocation system identified in the Quality Focus Essay. (I.B.1)

Programs and services have defined student learning outcomes, and these outcomes are regularly assessed according to a shared assessment calendar. College policy HAW 5.202 defines assessment as the responsibility of all college employees. Course learning outcomes are published on the College website, and program learning outcomes are published in the catalog. The College recently implemented a new assessment management system, Campus Labs OUTCOMES, for reporting and summarizing assessment results at the course, program, and institutional levels. The team verified that assessment results are a component of PURP. (I.B.2)

The team verified that metrics for standard-setting are defined by the University of Hawai'i system, and that Hawai'i Community College defines its standards for these metrics, including both minimum standards and aspirational goals. UHCC Policy 4.203 sets the metrics for all seven of the system's community colleges. The ISER presents evidence that the college assesses its progress relative to the standards and goals for these metrics. The standards are published on the college website. (I.B.3)

The college presents examples of how learning outcomes are used to improve institutional processes to support learning and achievement. For example, the college has implemented Campus Labs OUTCOMES software to support student success and program planning; the guide for the OUTCOMES program says that each instructor is required to include an action plan for improving student learning. (I.B.4)

The college has provided evidence of how learning outcomes assessment has resulted in improvements in instructional delivery and support. At the institutional level, the team encourages the college to continue its efforts to build capacity through the analysis and

interpretation of data. Therefore, the college should strengthen the link between assessment data and resulting analyses in order to support student learning and student achievement. (I.B.4)

Instructional programs and service units conduct an annual review every year and a comprehensive review every three years. Program reviews are governed by UHCC Policy 5.202. The team confirmed that program reviews include both quantitative and qualitative information for decision-making. Further, Annual Report of Program Data (ARPD) provided by the statewide system are disaggregated by program type and mode of delivery. Based on the ISER, the college's program and unit review process appears well defined and consistently applied. (I.B.5)

The college disaggregates student achievement data and has begun to disaggregate learning outcomes assessment results. Achievement gaps are identified and there are examples in the ISER showing that the college takes action to focus on reducing achievement gaps. For example, the college has incorporated performance indicators in its Strategic Directions 2015-2021 to reduce achievement gaps, and has conducted exercises at All College meetings to focus on closing gaps. (I.B.6)

The college and the UHCC system have policies for evaluating policies and practices. College Policy HAW 1.001 was recently revised to include a three-year cycle of policy evaluation and review. The team confirmed through review of minutes that policies and practices are discussed, reviewed, and revised. (I.B.7)

The ISER provides evidence that assessment and evaluation activities are communicated and discussed internally, and that presentations are available on the website. The team confirmed that course and unit assessments, annual and comprehensive program reviews, data presentations, institution-set standards, and accreditation reports are published on the college website. The team found transparency related to student learning and achievement data shared across campus which was positive and noteworthy. Interviews supported the finding that the institution has a shared understanding of its strengths and weaknesses. (I.B.8)

The college uses an integrated evaluation and planning process that incorporates program review, planning, assessment of learning outcomes, and resource allocation. As defined in college policy HAW 4.201, which governs integrated planning, the Strategic Plan is developed by the chancellor and the administrative team in consultation with faculty, staff, and students; annual review of the plan is overseen by the College Council which has representation from all constituent groups. Relative to integrated planning, the team notes that one of the action items in the Quality Focus Essay is to streamline the integrated planning, program and unit review, and resource allocation process to make it more efficient. (I.B.9)

Conclusions:

The College meets Standard I.B. In order to improve institutional effectiveness, the college should strengthen the link between assessment data and resulting analysis in order to support student learning and student achievement. (I.B.4)

IC. Institutional Integrity

General Observations:

The institution has demonstrated that policies and practices are in place to communicate college information to students and the general public with honesty and accuracy. There are policies in place to ensure the ethical and fair behavior and treatment of students, faculty, staff, and administrators.

Findings and Evidence:

The college's mission statement appears in the current catalog and on the HCC website. Each program's webpage contains Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). Course and program learning outcomes are reviewed on a regular basis through the Program/Unit Review Process (PURP). (I.C.1)

All course syllabi are reviewed by the department/division chairs for inclusion of course learning outcomes. Other elements of the syllabi are reviewed by the administrators. The college does not have a standardized process for these reviews or a template for syllabi components though at least one department chair developed a template for the department faculty. Guidelines for syllabi development are posted on the college website for faculty review. (I.C.1)

Distance education courses are available to students throughout the system through an exchange program. Students on one island can take DE courses from any of the other community colleges in the system. Student services such as counseling, tutoring, test proctoring, and technical support also are available online for DE students. (I.C.1)

The team verified all catalog requirements. The general information is available in the print and online catalog. Information on degree and certificate requirements includes program learning outcomes. The policy sections include information on academic freedom and responsibilities, non-discrimination, and the grievance and complaint policy and procedures for students. The college publishes a Catalog Addendum when appropriate. The institution has an established process for annual review and update of the catalog information. (I.C.2)

Course and program learning outcomes are reviewed on a regular basis through the PURP. Completed annual and comprehensive program and unit reviews are published on the college's website. The college's Fact Book includes persistence and completion rates. The college catalog undergoes an annual review and update process to ensure accuracy and currency of information. (I.C.3)

From the 27 programs of study published on the college website, a random review of ten programs confirmed course and program learning outcomes. Additionally, 15 online courses were randomly selected by the college for review. Courses listed from three to eleven learning outcomes for courses. Purpose, content, and course requirements for degree and certificate programs are published in the catalog. (I.C.4)

The College Effectiveness Review Committee (CERC) Operating Guidelines include an annual meeting in August to "close the loop" on the annual program and unit review process and to

evaluate the process with the aim to improve effectiveness. The Academic Senate Handbook contains sections on the Educational Policy Committee and the Faculty Policy Committee. Because HCC is part of a 10-campus system, the Board of Regents policies, University of Hawai'i Executive Policies, and the University of Hawai'i Community Colleges policies are regularly reviewed at the system level. (I.C.5)

The college catalog contains information on tuition and fees for students as well as gainful employment information related to various programs of study. Textbook and materials' price comparison is an option provided through the University of Hawai'i Hilo Bookstore website. (I.C.6)

The college's policy on Academic Freedom applies to faculty, students, staff, and administrators. This policy includes due process for those accused of improper conduct and allows for consequences ranging from censure to termination. The HCC catalog statement on Academic Freedom applies directly to the faculty. HAW5.101 Student Academic Grievance Policy describes academic freedom for students, their obligations and responsibilities in light of academic freedom, and a process by which a student can file a complaint if and when a student feels that her/his academic freedom has been violated. (I.C.7)

The Student Conduct Code is published in the college catalog. UHCC policy 5.211 Statement on Professional Ethics addresses faculty responsibilities. HCC Online Course Compliance Certification Form includes documentation of the process for student identity authentication. The Code of Conduct for Hawai'i Community College Financial Aid Employees and a Tutor Code of Ethics are posted on the college's website. UH Executive Policy 7.208 System-wide Student Conduct Code "covers the University community, which includes faculty, staff, and students." The code of conduct for civil service staff employees is contained in State Law Chapter 84. (I.C.8)

The Statement of Rights and Responsibilities of the University Community (UH Administrative Rule, Title 20, Chapter 20) and UHCC Policy 5.211 Statement on Professional Ethics both address the expectation that faculty will distinguish between personal conviction and professionally accepted views in their discipline. The Student Grievance Policy (available on the college website) allows students to file a complaint "of actions taken by a faculty member which the student feels may be improper or otherwise inconsistent with the faculty member's responsibilities or the student's customary academic expectations" found in HAW 5.101 Student Academic Grievance Policy. (I.C.9)

HCC does not require conformity to specific codes of conduct or seek to instill specific beliefs or worldviews. (I.C.10)

HCC does not operate in foreign locations. (I.C.11)

The college website contains an Accreditation page which archives all communications between the college and the ACCJC. The page includes a list of Other Accreditations, Certifications, and Approvals. The page includes information for complaints to be submitted to the ACCJC. (I.C.12)

The college publishes consistent information relating to its current accredited status with ACCJC, with the American Culinary Federation, the Accreditation Commission for Education in Nursing, and the National Association for the Education of Young Children. (I.C.13)

The college does not generate financial return for investors, contribute to a related or parent organization (beyond its function within the UH system), or support external interests. (I.C.14)

The college has demonstrated commitment and quality relating to its mission, effectiveness, and integrity. Policies and procedures are in place at both the local and system-wide level to ensure assessment of outcomes as well as review of quantitative and qualitative data which is then integrated into the annual planning process. The institution has policies (both local and at the system level) to ensure accurate information is provided to students and the broader community and that the institution demonstrates integrity in its dealings with interior and exterior bodies.

Conclusions:

The College meets the requirements of Standard I.C.

Standard II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

Hawai'i Community College (HCC) offers instructional programs aligned with its mission and appropriate for higher education. The college has described processes of maintaining quality of programs along with procedures for elimination of or major changes to programs. HCC has described processes where faculty systematically evaluates courses and programs for continuous improvement of student learning and teaching. One example is the recently revised pre-collegiate learning courses to a co-requisite model in an effort to increase persistence and reduce time to graduation. The college has also adopted the STAR GPS system which keeps students on a pathway to graduation, helps inform scheduling of classes, assists students with changing majors and a number of other enrollment/advising issues. HCC describes a means for assessment of prior learning and placement of students. The nursing program is the only program to use a common exam and uses only standardized tests. Credit hour is defined; number of credits per program, and a variety of teaching methodologies and strategies are used to meet student needs. A number of programs use internships and service learning to enhance the student connection to the community. The college has policies and procedures to ensure quality and evaluation of in-person, distance education courses, career and technical education courses and non-credit course offerings.

Findings and Evidence:

The team has reviewed the Policy for Integrated Planning for Institutional Effectiveness, Review of Established Programs, Assessment pages, Strategic Directions, advisory council membership and agendas, Catalog, Annual Report of Program Data and Curriculum Review Committee procedures. Programs offered are consistent with the college mission and are designed to prepare students for lifelong learning. The college offers online courses which provide an option for students to take courses online who cannot make it to the physical campus. Each division reviews and approves courses for online delivery. Once a course is approved for distance education, the course is reviewed and taught to the same expectations as in face-to-face courses. Program review occurs on a three-year cycle with annual course and program assessment indicating achievement of student learning outcomes and program completion. (II.A.1).

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. This same group acts to continuously improve instructional courses and programs through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. To assist faculty who are teaching online to meet accepted professional standards, the College has the Instructional Technology Support Office (ITSO) to support faculty in the design, development, and implementation of quality online courses. The ITSO has created a Course Design Template to assist faculty with developing their online courses. On ITSO's website, it also outlines the contents of a quality online syllabus. Faculty Senate created a new policy for the Dean of Liberal Arts to have access to all online courses. The Dean will evaluate

the quality of the course design, check for substantive interaction between faculty and students, and suggest improvements for online teaching.

HCC uses the system approved course management system (Kuali Student Curriculum Management) to track review of course outlines. Courses are reviewed at least every five years (20% each year) for currency and meeting accepted standards. Beginning fall 2017 HCC implemented “Campus Labs OUTCOMES” assessment management system. Annual assessment includes initial, closing the loop or unit annual plan, description of assessment type, scoring guide, results, and action plans. Course learning outcomes are linked to program learning outcomes. Support programs and units submit both annual and a comprehensive review every three years. (II.A.2)

The team has reviewed course and program assessment reports of student learning outcomes. The Assessment Handbook identifies procedures and the 2016-2017 annual assessment report indicates a number of support trainings for faculty. The website hosts the report archives for assessment of all programs. HCC identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The college has adopted a new assessment management system (Campus Labs) and has used this site beginning with the 2016-2017 assessment cycle. This system allows assessment from the course level to flow up to the program level and the institutional level and provides a quick visual in graph form indicating success and areas of improvement.

Course outlines are reviewed every 5 years and with 20% scheduled for review each year. The Kuali Student Curriculum Management system is used to manage this process. Policy HAW 5.250 and 5.251 establish standards for including student learning outcomes and review of those outlines on a regular basis. Syllabi guidelines exist for both in-person and online classes. Syllabi guidelines indicate students must receive the document on the first day of class. The team confirmed that course syllabi contain student learning outcomes. (II.A.3)

HCC offers pre-collegiate English and math. These courses are identified by course numbers between 0-99 with policies to guide numbering and transfer of credit regulations. HCC has tried and continues to try different strategies to support learners in pre-collegiate courses. The college participates in the Accelerated Learning Program for math and English. Math sequences have been redesigned as well as reading and writing. Faculty has attended professional development opportunities to learn best practices in developmental education. The college has also developed transitional math courses for high schools, provide tutoring/embedded tutoring, students have access to support labs, and the college offers 24-hour online tutoring. A student success coordinator position was created. The co-requisite model is the newest initiative. (II.A.4)

The team has reviewed the college policy on credit hour and it is in line with practices common to American higher education systems using the credit hour. A review of the college catalog indicates that degree requirements are at least 60 semester credits. HCC establishes the degrees and programs are appropriate to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. After review of course outlines, learning outcomes are written at appropriate levels. Courses and programs are reviewed through established college procedures such as the curriculum review and regular course, program and outcomes-based

assessment. Distance Education courses are evaluated using two forms. The “Rubric for evaluating Online Teaching” is used to evaluate the design of the course and the “Peer Review for Online Course Teaching” is used to evaluate the teaching and interaction in online classes. A number of college programs are accredited through outside agencies such as the Culinary Arts Program and the Nursing Program. Advisory Councils are appointed and meet 1-2 times each year to provide input for CTE programs. Learning communities promote synthesis of learning. (II.A.5).

HCC has recently adopted the STAR Guided Pathways System registration system. This system allows those preparing schedules to better predict what courses are needed, prompts students to select courses required for the selected major in proper sequence, and shows students effects of changing majors on completion date. The college worked with Ad Astra consultants on an audit of course offerings, room scheduling, and other variables maximizing enrollment. The consultants indicated the college scheduling process was effective. The report also contains recommendations for improvement. STAR GPS will help implement the improvements needed. The college schedules all courses in a manner that allows students to complete programs within a period of time consistent with established expectations. (II.A.6)

HCC course delivery modes include in-person, video-conferencing, hybrid and fully online classes. The college provides evidence of a variety of teaching methodologies such as internships, community service projects, practicums, and student showcases as well as traditional methods such as lectures, and discussions. Support programs for specific student populations with different needs are addressed. These include serving students with disabilities, Native Hawaiians, veterans, adult learners, part-time students, speakers of other languages, and LGBTQ+ students, faculty and staff. (II.A.7)

HCC uses only standardized tests for department-wide examinations. HCC uses Assessment Technologies Institute (ATI) standardized exams in the nursing courses. ATI has benchmark scores to allow comparison of results with other nursing programs. HCC uses valid National Equivalency Exams for prior learning assessment such as CLEP which is reviewed by the American Council of Education. (II.A.8)

Review of UHCCP 5.228 clearly defines the credit hour as consistent with generally accepted norms and as defined by the U.S. Department of Education in Federal Regulation 34 CFR parts 600-603. UHCCP 5.203 establishes the required number of credits at 60 for associate degrees and a 2.0 GPA for graduation. The course syllabus template for online classes identifies how credit hours are met. The programs and departments carefully review courses every five years to ensure appropriate achievement levels for credits earned and assessment of learning outcomes provides evidence of students’ attainment of learning outcomes. (II.A.9)

Extensive information is provided to students on transfer of credit between the Hawai’i community colleges and Hawai’i universities. UH Executive policy, EP 5.209 University of Hawai’i Student Transfer and Campus Interarticulation and Board of Regents Policy, RP5.214 Student and Credit Transfer within the University explain the procedures for transfer of students and credits across the system. Policies for transferring credits from institutions outside the system were also reviewed. Several degree pathways are established with UH Hilo allowing

students with associate degrees to transfer in as juniors. The Hawai'i system maintains a course-by-course database to assist faculty and staff or students to identify potential transfer of credits from a number of articulated institutions. The catalog provides transfer information to students. (II.A.10)

HCC has aligned CLOs to PLOs and is in the process of aligning PLOs to General Education Learning Outcomes (GELOs). GELOs include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Review of course and program assessments indicates attainment of CLOs and PLOs. HCC needs to continue work on linking PLOs to the GELOs. However, general education courses are a component of each program and identified in the catalog program descriptions. (II.A.11)

HCC states its general education philosophy in the 2017-2018 catalog on page 7 and UHCC Policy, UHCCP 5.200 states that general education is a component of all programs. There is a guide for proposing courses for GE designation. The General Education Committee reviews these proposals based on established procedures. There are ten GELOs with benchmarks based on a survey of literature for standards used by professional organizations and associations to describe competence in specific fields. The college has adopted a new designation system for general education courses to align better with the University of Hawai'i system institutions. HCC has designated writing intensive courses, Hawai'i Asian Pacific courses, and sustainability courses (courses promoting awareness of ecological and environmental issues). (II.A.12).

The college website lists all programs offered at HCC along with a graduation checklist that lists each required course focused on one area of inquiry. UHCCP 5.203 details the requirements for associate degrees and certificates offered at HCC including an area of focused inquiry. This policy also describes the level of mastery appropriate for each degree. Review of curriculum review processes reveals that faculty ensure student learning outcomes and competencies for courses and programs are at appropriate level and are of key theories and practices within the field of study. Faculty proposes a course, discusses the proposal with peers within the department and the division chair, and sends the proposal to the division chair. The division chair reviews the proposal for impact on the students and other areas of the college, ensures the course will articulate, ensures the proposal is thoroughly discussed within the division, consults with CRC and then forwards to the CRC. CRC reviews and forwards to the academic senate. The academic senate forwards to the vice chancellor that forwards the proposal to the Chancellor for final approval. (II.A.13)

The team has reviewed the HCC 2017-2018 catalog pages 96-98 for listing of advisory council members, and HAW 3.302 Program Advisory Councils functions. Advisory councils are required to meet 1-2 times each year. The team also reviewed learning outcomes for two career-technical programs, and several non-credit trainings offered in response to needs of the community. Substance Abuse Counseling prepares students for jobs with the State of Hawai'i. Career and Technical Education programs are included in the regular schedule of assessment and program review at the college. Gainful employment data is found on the website on each program page. (II.A.14)

Board of Regents Policy, RP 5.201 states the president may terminate a program based on program review or other internal assessments. Commitments to students already enrolled are limited for up to two years to complete the program. No new students shall be admitted. The catalog includes the policy on catalog limitations and procedures when substantial program changes affect a student's ability to complete on time. STAR GPS provides advisors and students a resource to determine best solutions to completing programs. (II.A.15)

HCC has established a systematic review of all instructional programs regardless of mode of delivery or location. Assessment of all courses is regularly scheduled (pre-collegiate course schedule sample). The team has also reviewed assessment plans and reports, the assessment handbook and functions of the assessment committee. Assessment occurs annually and comprehensive program reviews are on a three-year cycle. Memos are sent to each program following the assessment committee's review of the comprehensive program review. Reports are available on the HCC assessment archive webpage. The College as mentioned above has a ITSO office that helps support best practices for DE on the campus. The ITSO uses its annual unit reviews and data assessments to continuously improve *Laulima* trainings and online instruction. (II.A.16)

Conclusions:

The College meets Standard II.A.

IIB. Library and Learning Support Services

General Observations:

The library and learning support services offered by the college appear to be sufficient in quantity, currency, depth, and variety to support the college's educational programs including distance education courses and students working off campus. The college provides library services, tutorial services, an academic support program (The Learning Center), a testing center (HKATC), a STEM Center, the Palamanui Library and Learning Center on the island's west side, and many support services for distance education students. In addition, the Haawi Kokua Lab offers support and assistance to disabled students and those with special needs.

The library and learning support services participate in the annual and comprehensive review, where educational resources and equipment are identified and requested. Librarians collaborate with faculty to ensure that students have access to the resources they need for their college success. Assessment of services and resources is systematic and ongoing. Agreements are documented and reviewed regularly to ensure that they meet student and college needs. The team notes that the 2006 MOU for library services between HCC and UH Hilo has expired and is being renegotiated.

Findings and Evidence:

The evidence supports the ISER narrative for Standard II.B. In some subsections the evidence is a description of services, resources, and policies. The team found evidence of collaboration between the library and the English department for assignments to improve information literacy among students. (II.B.1)

Evidence relating to assessments for library and learning resources services consists of survey results and usage study results. The Learning Center (TLC) reported in their three-year review that students who used tutorial services had a 72% pass rate compared with the 57% pass rate of students not taking advantage of tutorial services. Students who participated in tutorial sessions five times or more had even higher pass rates. The team reviewed three-year review reports for other units, annual reviews, user satisfaction surveys, usage reports, and the Community College Survey of Student Engagement (CCSSE). Most services and programs (Mookini Library, The Learning Center, Hale Kea Advancement and Testing Center, Palamanui Library and Learning Center, and Distance Education-Specific Tutoring and Learning Support) do regular assessment and receive satisfactory or above satisfactory ratings in assessments. The annual and comprehensive review processes are used to identify needed resources for the library and learning support services. (II.B.2)

Librarians collaborate with faculty to ensure that appropriate and sufficient resources are available to support the curriculum and student and faculty needs. At the beginning of each semester new instructors are contacted about their instruction and resource needs. Librarians attend Academic Support meetings and are notified of new programs. The Academic Support Unit supports the computers, software, and technology at the Hilo sites, Palamanui, Kona Hospital Annex, and the Ka'u Resource and Distance Learning Center (Pahala). The Mookini Library is supported by the University of Hawai'i. Computer replacement is on a four-year cycle and software updating is automated (II.B.3).

The library and learning support services have several contracts and agreements with external service providers such as Brainfuse, EdReady, ProctorU, and Turnitin. For library services, the college relies on the University of Hawai'i at Hilo, and a formal MOU was signed in 2006. This agreement has expired, and the college is billed for library resource usage by HCC students. Through interviews conducted, the librarians confirmed that a new MOU is being negotiated. The services provided through these contracts and agreements are evaluated through data usage reports and surveys. (II.B.4)

Students at Hawai'i Community College, whether they are on campus or at home, have many resources and services to support and enhance their educational experience and aid in their success. There are abundant research resources and services, on campus computers and labs, a STEM Center/lab, a testing center (HKATC), tutorial services (TLC), and the Ha'awi Kokua Lab for students with disabilities. For distance education students and those working at home, resources and services are also available (Brainfuse, OLA, EdReady, NROC, ProctorU, etc.). There are processes and procedures in place to facilitate ongoing evaluation and assessment of services and resources, and these are linked to resource allocation. Contracts for services are in place and assessed when appropriate.

Conclusions:

The College meets Standard II.B.

II.C. Student Support Services

General Observations:

The college demonstrates a strong commitment to student services that support student learning and enhance the accomplishment of the mission. At the core of this commitment is Kauhale in which students are embraced into the academic setting as family members.

Findings and Evidence:

Each unit within the Office of Student Affairs engages in regular evaluation of quality of student support services through the comprehensive unit review process. Annual unit reviews are available on the college website and, as noted below, information from these reviews is used effectively to improve services. Student services programs also engage in End-of-Year Reports, which are used to inform improvement. For example, the CARE Team End-of-Year Report indicates a need for a shared database for student case management which could include student conduct concerns, Title IX cases, student complaints, mental health concerns and academic achievement. The purchase of case management software such as Maxient is planned in order to address these issues. In addition to planning, the Office of Student Affairs provides student support services at the Manono campus, the Palamanui campus, and to Distance education students. (II.C.1)

Each unit within the Office of Student Affairs has identified and published learning support outcomes. The outcomes are assessed annually. Assessment data has been used for improvement; for example, a mental health therapist position was added, online mental health resources were developed, and the STAR GPS was introduced for online and in-person advising. Further, unit planning information has been used to better serve Veterans at HCC. Assessment indicated that a Veteran specialist was needed, and the college has hired this position in support of these students. (II.C.2)

Evidence indicates that equitable access is provided to student support services at the Manono and Palamanui campuses as well as for distance education students. The college provides Polycom-enabled classrooms and a Live Chat service. Also, the college provides appropriate, comprehensive services that include Ha'awi Kokua, which supports students with disabilities; a Title IX Coordinator; the Elama Project which provides scholarships, counseling and workshops for career and academic success; online orientation; an Early College High School Program; the Running Start dual-credit program; and courses at the Kulani Correctional Facility. (II.C.3)

The college supports a number of co-curricular programs that are suited to the mission. In particular, co-curricular programs contribute to the social and cultural experience of students through the embracing and integration of native Hawaiian culture throughout the institution. Policy RP 7.201 is the Regent's Policy for student clubs, which ensures the college conducts its co-curricular programs with sound educational policy and standards of integrity. Executive Policy 7.101 ensures that the institution controls program finances by mandating an annual report that includes the expenditures, budgets and general financial condition of the program. (II.C.4)

The college offers counseling and academic advising programs in support of student success. Faculty and staff training programs regarding student services are offered so that college

personnel are well-equipped to advise students. The college provides mandatory orientation for all new and transferring students. Orientation is available at the main campus, at the Palamanui campus, online and via Polycom / telephone. It also holds workshops in support of student success. The college regularly seeks input about its effectiveness through the CCSSE (survey of student engagement) and through surveys at student workshops. The college publishes the requirements of programs of study as well as its graduation and transfer policies. Through its collaborative planning processes, the college has developed a Welcome Center on the main campus, which serves as an effective one-stop shop for admissions and records and financial aid. Counseling services are located just across a breezeway from the Welcome Center for student convenience. (II.C.5)

The college has adopted admissions policies that are consistent with its mission. The college has defined pathways, which it publishes and advises students. This is accomplished through the college catalog, advising sheets, and an advising interface whereby students can see the program outcomes and a semester-by-semester plan for AS and AAS degrees and certificates. The interface further allows students to review and test possible pathways towards graduation by presenting the best sequence of courses for the successful completion of their degree. The pathways are clear and lead to the completion of degrees, certificate and transfer goals. (II.C.6)

The college routinely reviews and modifies its admissions and placement instruments and practices. It documents and communicates that information to appropriate offices and personnel. The system office is creating a process to measure the effectiveness of its placement instruments, particularly in order to minimize biases. The college has received preliminary information and is beginning its process of consideration of the data. (II.C.7)

Executive Policy 2.215 requires the college to maintain secure backup for all data files. Viewing Procedure AP 7.022 is the published policy for release of student records. Student records are maintained permanently, securely and confidentially in locked cabinets behind locked doors. The institution follows its published policy. (II.C.8)

In an effort to increase data to ensure that all student needs are met, including those of Distance Education students, the college is planning to formalize a comprehensive assessment of student needs. Additionally, the college plans to reorganize the structure of its Student Life program. Working with the system office, the college will engage in the development of a system to measure the effectiveness of its placement instrument and qualifiers.

The evidence provided in the ISER and on-site interviews confirm that the college sincerely cares about delivering high quality student services to its students. Kauhale is truly present in this area of the college.

Conclusions:

The College meets Standard II.C.

Standard III

Resources

III.A. Human Resources

General Observations:

The college has clear policies and procedures for hiring and evaluating its employees. It provides ongoing professional development and maintains secure files. The college receives data and information, particularly about diversity in hiring from the system office and reviews that information to make improvements in hiring and recruiting. The Community College System Office, the Chancellor's Office and the Human Resources Office at Hawai'i Community College, along with the State Human Resources Office track the completion of employee evaluations.

Human resources is considered the most important asset in any professional service organization. The team found evidence of a wide variety of professional development programs, activities, and conferences attended or sponsored by members of the faculty, staff, and managers. The team found sufficient and appropriate evidence to validate the existence of a robust professional development program across the campus.

Findings and Evidence:

The college has classifications for each of its four employee groups: Executive / Managerial (EM), Faculty, Administrative / Professional / Technical (APT) and Civil Service. Vacant positions are posted on the website and are advertised through the newspaper and appropriate professional publications. Minimum qualifications, which must be from accredited institutions, as well as work experience are listed on job announcements and published on the college and system websites. (III.A.1)

A clear statement of faculty duties is delineated in the faculty classification document, that includes duties, academic qualifications, job descriptions, and criteria for tenure and promotion. Additionally, Board of Regents Policy, RP 9.214 directs the level of assignment for the instructional component of faculty responsibilities. The college has clear guidelines for tenure and promotion. Job announcements also include job duties and responsibilities. (III.A.2)

The UH System establishes the duties, academic qualifications and job descriptions for administrators. Job descriptions include duties and responsibilities associated with long-term institutional effectiveness. It follows a rigorous screening and hiring process. Job announcements for administrative positions also include job duties and responsibilities (III.A.3)

The college requires that employees hold degrees that are from accredited institutions recognized by U.S. accrediting agencies. This requirement is posted in the "To Apply" section of the position description posted on the Work at UH website, specifically in the section on sending transcripts. (III.A.4)

The college follows the policies and procedures established by the UH System for the performance evaluation of all its employees. These policies and procedures are set forth in the UH System-wide Chapter 9 BOR policies, executive policies and administrative procedures as well as in the college's EEO / AA policy and collective bargaining agreements. E/M personnel are evaluated annually, Faculty submit dossiers on a prescribed time table, Lecturers are evaluated on a one year, two-year or four-year cycle depending on their position level, APT personnel are evaluated annually and Civil Service personnel are evaluated during an initial six-month probationary period and then annually thereafter. Completion of administrative evaluations is tracked through the Hawai'i Community College System. Clear procedures are in place and regular communication between HCC and the system office ensures completion. These evaluations are up to date. The Hawai'i Community College Chancellor's Office tracks the evaluations for faculty. Faculty tenure and promotional evaluations and faculty five-year review evaluations are current. The Chancellor's Office maintains clear notes and has a process for follow up in place. The Civil Service employee evaluations are also tracked through the Community College System Office. Responsibility for evaluating Civil Service employees lies at the college. Currently, six-month probationary employee evaluations for this group are up to date. However, a significant portion of permanent employee evaluations, 66%, are not completed. The college's Human Resources Department tracks the evaluations for the APT employees. Currently, 60% of the APT employees have been evaluated. The number of completions has fluctuated from a low of 22% in 2015-2016 to a high of 81% in 2016-2017. When evaluations fall behind, the Human Resources communicates the concern to the evaluator through email and through follow-up phone calls; however, currently 40% of these evaluations remain unfinished. It was unclear how many of these evaluations were for probationary employees. (III.A.5)

The college maintains 104 qualified faculty: 86 are instructional faculty and 18 are "other" faculty positions. The college also has 97 lecturers. The division or department chair (DC) identifies the total workload requirements in accordance with Board of Regents Policy, RP 9.214. The system does not have a formal policy governing the ratio of full-time to part-time faculty; however, the ratio is monitored by the UHCC system and the college. The college also has a mechanism through program and unit reviews to request new positions. If necessary, a position that is needed but has not been allocated for in the general fund can be created temporarily and funded by tuition and fees. The college employs 128 qualified staff: 67 APT positions and 61 Civil Service positions. All employees are systematically reviewed and must meet minimum qualifications. The college has seven E/M positions. It maintains a sufficient number of executive / managerial employees to accomplish the work of the college. The college is currently working to fill all interim E/M positions. (III.A.7, III.A.9, III.A.10)

The college supports its part time faculty in a number of ways. The college's Employee Handbook is available to the employees online. Division/Department Chairs (DCs) provide orientation and oversight. Lecturers who are at least half-time are represented by their collective bargaining unit. Professional development is also available at convocation week and throughout the year at professional development workshops. (III.A.8)

The college has a number of clearly established and published personnel policies and procedures. This includes BOR policies, UH executive policies, UH administrative procedures, UHCC

System Section 9 policies, State of Hawai'i Department of Human Resources Development (DHRD) policies and college policies. The college's Section 9 policies are available on its website. The college conducts its programs, practices and services in accordance with the principles of the Equal Employment Opportunity and Affirmative Action (EEO / AA) under the Board of Regents Policy, RP 1.205, UH Executive Policy EP 1.202, Administrative Procedure AP9.890 and HCC Policy HAW 9.900. The college receives information from the system office regarding its record in employment equity and diversity. HCC's Human Resources Department uses this information in the hiring and recruitment activities as needed, to ensure a diverse pool of candidates. (III.A.11, III.A.12)

As employees of the State of Hawai'i, all personnel are governed by the State Ethics Code, Chapter 84, Hawai'i Revised Statutes. Additionally, faculty and lecturers are guided by UHCCP 5.211 which is based on the adoption of the American Association of University Professors Statement on Professional Ethics. Board of Regents Policy, RP 12.201 sets forth ethical standards for conducting research and scholarly activities. Also, Administrative Procedure AP 8.025 outlines the responsibilities of employees who have authority over or who perform in fiscal and administrative functions. In addition, college employees receive training on ethics, conflicts of interest, sexual harassment, Title XII and Title IX. (III.A.13)

The college is committed to professional development and has set "Strengthening Kauhale through its human capital" as an institutional priority. Faculty and staff attend a variety of conferences and the college / UHCC System support numerous professional development activities. Additionally, the college subscribes to a library of professional development webinars. The college has both a Faculty / Staff Development Committee and an Instructional Technology Support Office (ITSO) to provide training and support. ITSO also administers the Online Course Development Program (OCDP) annually. Professional development needs are determined through climate surveys and through the use of the Institutional Change Assessment Tool. Finally, a tuition waiver is available to all employees and allows them to take classes at any of the UH campuses, up to six credits per semester. (III.A.14)

Personnel files are kept secure in a variety of ways. Procedures governing access and security are found in AP 9.025 and 9.075 respectively. All personnel files are kept in a locked filing cabinet inside a secure room. This room is accessible only to Human Resources staff and the Vice Chancellor of Administrative Services. Civil Service personnel records are maintained by OHR under the State of Hawai'i Department of Human Resources Development Policy 701.002. UH employees who access files must sign UH Form 92 – General Confidentiality Notice. (III.A.15)

The college follows both system-wide and college-wide policies in the hiring and evaluating of its employees. It demonstrates a strong commitment to the professional development and training of faculty, administration and staff. Minimum qualifications and job duties are published and available to potential candidates. Finally, the college maintains a sufficient number of employees to support the college's attainment of its mission.

Conclusions:

The College meets Standard III.A. In order to improve institutional effectiveness, the college should monitor the completion rate of evaluations for Civil Service and

Administrative/Professional/Technical employees by evaluating all personnel systematically and at stated intervals. (III.A.5)

IIIB. Physical Resources

General Observations:

The College has responded clearly to the standards under Standard III. The sufficiency of physical resources is monitored through key performance indicators that are being expanded. Facilities are maintained, evaluated, and planned according to established processes. Capital improvement plans support the institution's goals.

Findings and Evidence:

The college offers courses, programs, and services at three primary campuses: the Manono campus in Hilo, the University of Hawai'i Hilo campus in Hilo, and the Palamanui campus in Kailua-Kona (West Hawai'i). The team visited all three primary campuses. The team confirmed through interviews that the college monitors the sufficiency of physical resources by measuring key performance indicators such as FTE per gross square footage, which can be compared to benchmarks at other comparable institutions, as well as customer satisfaction survey results. Maintenance and health/safety repairs are handled by the University of Hawai'i Community College system; such repairs are considered minor capital projects and are distinguished from major capital projects handled by the University of Hawai'i system. The college's Security Office operates 24 hours a day, 365 days a year; the college publishes an Annual Security Report showing small numbers of crimes on its campuses. (III.B.1)

The college uses its program and unit review process to identify needs at the program/unit level for maintenance and upgrades of facilities. Requests are reviewed by the College Effectiveness Review Committee (CERC) and submitted to the administration for prioritization of facilities maintenance and upgrades. The team verified that the program and unit review process is successfully used to provide physical resources and equipment for the purpose of improving programs. Additional means of requesting renovations and upgrades include the facilities modification request form at the campus level, and UHCC system approval if the cost is more than \$25,000. (III.B.2)

The college carries out regular annual assessment of physical resources and maintenance to determine the annual funding required for ongoing capital budgeting. Repurposing the underutilized classroom enhances the efficient utilization of facilities and fulfills the college's fiduciary responsibility to its constituents. The college has assessed utilization of classroom space through a study conducted by a third party and has used the resulting data to help prioritize classroom upgrades, prioritizing academic uses of space over non-academic and community uses of space. (III.B.3)

In response to long-range physical resources needs, and data including the fact that one-third of the Manono campus buildings are over 50 years old, the College developed three capital budgeting plans defining options to accomplish the following: a) upgrading the aging facilities at the Manono campus b) the relocation of the Manono campus to another site approximately 2.6 miles from the current campus by 2025, and c) development of a permanent campus for West Hawai'i to include additional instructional programs. In April 2018, the statewide Board of Regents approved the redevelopment of the current Manono campus (option a above) to include \$2 million for planning and \$50 million for development of the campus, to incorporate space for

offerings that are currently housed at the UH Hilo campus. In addition to its existing east (Manono) and west (Palamanui) campuses, the college also plans to expand offerings to communities in the north and south of the island. According to interviews conducted by the team, the college's goal is to eventually serve 4,000 students at the Manono campus, 3,000 students at the Palamanui campus, and 1,000 at centers in the north and south of the island. According to the self-evaluation report, total cost of ownership is included in cost projections of new facilities and is managed by the UH and UHCC systems. (III.B.4)

Physical resources are monitored for sufficiency, and the college plans to move forward with a major redevelopment of the Manono campus as well as expansion to further serve populations in the northern and southern regions of the island. Processes are in place to identify, request, and prioritize physical resources in order to improve programs and achieve the institution's mission. Facilities planning follows processes that are well defined. Long-range capital plans support the mission and institutional improvement goals.

Conclusions:

The College meets Standard III.B.

III.C. Technology Resources

General Observations:

Hawai'i Community College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of the technology related to its programs, services, and institutional operations. The responsibility for technology resources is shared between the University of Hawai'i System and the college. Hawai'i Community College technology resources including network infrastructure and enterprise software systems are managed by the University of Hawai'i System. The college is responsible for its on-campus networks, technology resources, and technology support. It is also responsible for training faculty in the use of online delivery and management. Computer Services/IT Support, Media Services, Instructional Technology Support Office under the Academic Support Unit, and the Faculty/Staff Professional Development Committee hold key roles in the management and delivery of the technological infrastructure of the college.

Findings and Evidence:

Hawai'i Community College monitors and supports the technology at all its campus sites and offsite locations, including UH Hilo, Manono (Hilo), Palamanui (Kona), Kona Nursing Resource Center (KNRC) in Kealahou, and the Ka'u Resource & Distance Learning Center (KRDLC) in Pahala. Procedures are in place for acquisition, regular maintenance, and replacement of technology resources. Standard software and hardware are in place and connectivity is available through the campus wired and wireless networks. Computer Services/IT Support provides the oversight, management, and coordination of the technology purchases, installation, monitoring, support, training, research, inventory, warranties, service, backup, server data recovery, and emergency response plans. (III.C.1, III.C.2)

The responsibility for technology resources is shared between the UH System and the College. Computer Services/IT Support is responsible for managing the College's information technology infrastructure and for maintaining the privacy and security of data exchanged on the campuses by students, faculty, and staff, through tools such as McAfee VirusScan Enterprise and Faronics Deep Freeze software and UH usernames and passwords authentication requirements for networks and networked systems. Server scans and data rooms are monitored. Computer Services/IT Support uses a back-up system to address disaster recovery of server information through server to server and tape backups. Users are generally responsible for their own data recovery. (III.C.3)

The UH System plans and coordinates system-wide online learning support and program delivery. Specifically, Information Technology Services provides services to students such as help desk services, to faculty such as training on the Lualaba web-based course management system and collaborative resources tool, to staff and administrators such as training on the MyUH integrated student information system, and training on the STAR online student information and advising tool. The Instructional Technology Support Office under the college's Academic Support Unit delivers training programs and workshops, creates instructional and reference materials, and provides one-on-one faculty support. Evaluations are conducted for ITSO trainings, workshops, and services. Media Services provides multimedia equipment and training. Throughout the semester, the Faculty/Staff Development Committee offers a variety of

technology-related workshops and presentations, including sessions on new software and internet applications, including Laulima, Turnitin, and other web-based resources. The committee conducts evaluations after each workshop, and conducted a survey in spring 2015 to assess training needs of faculty and staff. Individuals and departments can also make special requests via the committee's webpage. Learning Center staff and UH System ITS Help Desk for DE students (III.C.4)

The UH System ITS Strategic Plan and the Hawai'i Community College Technology Master Plan guide short and long term technology decisions. 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. An IT Manager is tasked to lead the implementation of the Technology Master Plan designed to expand DE support staff, provide resources for ongoing training of DE staff, increase training opportunities for faculty, staff, and students, investigate and explore distance education and online delivery options, implement a system of assessing faculty/staff technology training needs, and establish a process for requesting and receiving training. (III.C.5)

Conclusions:

The College meets Standard III.C.

IIID. Financial Resources

General Observations:

Planning, budgeting, management, and evaluation of financial resources at the college is a shared responsibility that encompasses both centralized (system level) as well as decentralized (college) elements.

Examination of the responses in the financial resources section reveals the complexity of the combined organizational/financial structure of the college. The system establishes the broad policy and guidelines for the biennial budgets and for exercising control over expenditures. The system of internal control is implemented at the system and local levels while the annual financial and compliance audits and the management of liability and debt obligations are carried out at the system level. The college has responsibility for developing and implementing its operating budget. For the year ending June 30, 2017, HCC had an operating budget of approximately \$24 million.

Funding of the Hawai'i Community College consists of two major components: a relatively stable general fund allocation component, determined by the State of Hawai'i, and a variable component (tuition and fees) that is dependent on student enrollment. In addition, there are state and federal grants that may vary from one fiscal year to the next. While such system creates a relative financial stability, it may also create some serious challenges during periods of declining enrollment. The college has experienced a prolonged period of declining enrollment in the past six years and this decline is expected to continue in the foreseeable future over the next five to six years.

With respect to budget planning, the centralized-decentralized structure of Hawai'i Community College makes it difficult to assess the sufficiency of its resource. Discussion with college leadership and members of the faculty and staff involved in writing the self-evaluation report indicates the existence of metrics to help in determining sufficiency of resources for the next budget period.

The second component on fiscal responsibility and stability stated that financial and governmental compliance audits are carried out at the system level (UH). There was evidence of collaboration and ongoing discussion between the college and system, especially in the area of financial aid management, disbursements, and reporting.

Lastly, in the section on liability and debt obligations, there was evidence of collaboration between the system and the college, especially in the area of student loan default rates. After a few years of relatively high cohort default rates (27% to 28%), the college has taken a proactive approach that resulted in lowering the default rate in 2017 by a few percentage points to 24%.

Findings and Evidence:

Examination of evidence over the past five years indicates that sufficient revenue streams have been maintained to ensure financial stability, cover base operations, and support initiatives that enhance programs and services. Funding for the college comes from the University of Hawai'i Community College System via state and federal funding, grants, and collection of tuition and

fees. The general fund received by the college, combined with tuition generated from credit instruction, comprise the unrestricted operating budget. Funding for the operating budget remained relatively stable over the past five years (up to June 30, 2018). However, in the current fiscal year (2018-19), the college is experiencing a budget deficit (less than 2%) as a result of a sharp decline in enrollment. Discussions with college leadership indicate that the college has a plan to address this issue through realignment of its programs and services to mitigate the impact of reduced funds from tuition and fees. In addition, the college maintains an adequate financial reserve (5%) to ensure financial stability. (III.D.1)

Examination of evidence and discussion with various constituents on campus show that Hawai'i Community College follows an integrated planning process that ensures reliance on the college's mission and strategic plans as the foundation for institutional planning, program review, and resource allocation. In addition, the college follows system budget guidelines and shared financial information throughout the college by the administrative team and division/department chairs. (III.D.2, III.D.3)

Examination of evidence shows that the college's planning process requires analysis of relevant data and uses several institutional planning tools (general fund projections, tuition and fee special fund projections, payroll projections, cash balances projections, and special/revolving funds projections) to assess resource availability, expenditures, and potential for development of financial resources. The team found that the college maintains a realistic assessment of the financial resource availability. (III.D.4)

The internal control structure has sufficient and appropriate mechanisms that are disseminated throughout the college. The structure is evaluated regularly and the results are used for improvement on a regular basis. In 2017 and again in 2018, the college identified a number of cases related to financial aid management and timely distribution funds. Several cases were corrected and others are currently under investigation. The college is also planning to reorganize and has relocated the office of financial aid closer to the admissions office where it would be easily accessible to all students.

The timely purchase and sale of textbooks by the bookstore, managed by the University of Hawai'i Hilo, has posed a challenge to both students and faculty. Although this matter is outside the direct purview of the college, there are active discussions with Hawai'i Community College and the UHCC System to address this issue.

The college currently has a student loan prevention plan. Examination of the college website reveals a strong proactive plan that will undoubtedly help students avoid delinquency and reduce the loan default rate for the college.

An area of concern is the relatively significant amount of deferred maintenance of almost \$12 million. Discussions with college leaders indicated that a positive development took place this year, where the Board of Regents and the state of Hawai'i approved the expenditure of \$50 million for the renovation of the existing campus in Manono. Such construction in the next four to five years will gradually reduce the need for spending valuable dollars on facilities that are

more than 50 to 60 years old. The college should be congratulated on its relentless efforts to secure the new funding and to bring its facilities into the 21st century. (III.D.5)

The 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. (III.D.6)

The college provided responses to external audit findings in 2015, 2016 and 2017 that were comprehensive and timely. These responses were communicated through the appropriate campus channels at both the University of Hawai'i Community College System and the campus levels. (III.D.7)

The team found that the college's financial and internal control systems are evaluated on a regular basis. The results of the evaluation are used for improvement of procedures and processes. Available evidence shows that the financial and internal control systems of the college are regularly evaluated and assessed for validity and effectiveness. The results of assessment are used for improvement. (III.D.8)

Evidence reviewed by the team demonstrated that sufficient revenue streams have been maintained to ensure sufficient cash flow and reserves. The college is maintaining financial stability. Evidence provided by the college shows that it has sufficient cash flows and reserves to maintain stability and meet its financial emergencies and unforeseen occurrences. In addition, the college meets the cash reserve requirements set by the University of Hawai'i Community College System. The cash reserve ranges between 5% and 10% of prior year expenditures. (III.D.9)

The college's planning process includes effective oversight of finances in support of the mission and in support of student learning and achievement. Auxiliary activities are reviewed annually as part of the college's revenue generating program planning and budget process. Fundraising and donations are housed under the University of Hawai'i Foundation. The capital assets accounting office works with the campus and system to effectively administer all long-term assets such as property, plant and equipment. The college provided sufficient evidence to support the above statement. (III.D.10)

The team reviewed evidence from the college's operating budget which identifies long-range financial priorities as part of the short-range financial planning. Debt service, future payroll increases, and other long-range plans are incorporated in the annual budget process. Evidence shows that the college engages in long-term financial planning and allocation of resources for payment of liabilities and other future financial obligations. (III.D.11)

The team confirmed that the OPEB obligations are addressed at the state level and are not part of the UH system operating budget. The UH system does include a small number on non-General Fund positions. The OPEB obligations for these positions is part of the UHCC system financial planning. The college allocates resources for the payment of post-employment benefits, compensated absences, and other employment-related obligations. Actual plans are current and are prepared as required by the generally accepted accounting principles (GAAP). (III.D.12)

Financial obligations associated with locally incurred debt instruments is funded by the UHCC system on an annual basis. The college's annual financial allocations ensure that debt service does not affect the financial stability of the institution. Available evidence shows that the college allocates resources for the payment of locally incurred debt instruments that were created to finance the development and construction of the new Palamanui campus in West Hawai'i. (III.D.13)

The team reviewed UHCC policy and procedures requiring that funds be used in accordance with state and federal requirements, the mission of the system, and the purpose of the funding source. HCC utilizes financial resources with integrity, for their intended purpose, and in compliance with system and college regulations. All financial resources at the college including revenue bond instruments, auxiliary activities, fundraising activities, scholarships and grants are utilized for the intended purpose and in compliance with institutional regulations. Available evidence and documentations support the college's claims. (III.D.14)

The team found that the college has developed a student loan default prevention plan which focuses on proactive planning and support to help students avoid delinquency. The college has established procedures to monitor revenue streams to ensure compliance with federal and system-level requirements and internal processes. The college manages student loans compliance with federal regulations. The college's current default rate stands at 24% in 2017, a decline from a high rate of 28% a few years earlier. In addition, the college has been proactive in developing a default-prevention plan, which appears on the college's website. (III.D.15)

HCC has entered into contractual agreement with a variety of both internal and external entities. The team verified policies and procedures in the UH System-wide Administrative Procedures Manual, Board of Regents Policies and Bylaws, and UH System-wide Executive Policies to ensure oversight of these agreements. Provisions of these contractual agreement include assurances to maintain the quality of the college's programs, services, and operations. Available documents show that agreements with external entities are consistent with the college's mission and goals. Such agreements contain appropriate provisions to maintain integrity of the institution and the quality of programs, services, and operations. All agreements are reviewed closely by the Hawai'i Community College System. (III.D.16)

The combined organizational and financial structure of the tiered system of higher education in Hawai'i is complex and multi-faceted. The system establishes the broad policy and guidelines for budgeting and expenditures. Hawai'i Community College has demonstrated integrity in developing and implementing its annual operating budget to provide sufficient resources to maintain the integrity and quality of the student services and support.

Conclusions:

The College meets Standard III.D.

Standard IV

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations:

The college has established and follows a governance process that allows for appropriate participation by its constituent groups. Participation by faculty members and students is defined in college policy, while participation by administrators and staff members is college practice rather than policy. The concept of *kauhale* is central to decision-making and the college's culture.

Findings and Evidence:

The college provides several channels for innovation, including professional development for faculty and staff, committee work, Program Advisory Councils, and the program and unit review process. The team verified that constituent groups, including faculty, administrators, staff, and students, are satisfied with their opportunity to contribute to college decision-making and improvement. (IV.A.1)

College Policy HAW 3.303 is a brief description of the constituent groups that make up the governance process. Policy HAW 3.301 describes how committees are coordinated and established, and Policy HAW 3.303 describes the roles of faculty members and students in governance. Neither policy HAW 3.301 nor 3.303 defines the roles of administrators or staff members in governance. However, all constituent groups participate on the College Council, the central decision-making committee. The ISER emphasizes the concept of *kauhale* (village) as central to the College culture and its processes for working together. The team found that the concept is used across disciplines, across employee categories, and across the college's campuses. The team was impressed by the institution's commitment to *kauhale* and the importance the college places on input from all constituent groups. (IV.A.2)

The team confirmed that faculty members have a clearly defined role in governance and the development of policies, plans, and budgets. Administrators have a substantive role in decision-making as well. (IV.A.3)

The Academic Senate charter defines the role of faculty members in curriculum development, including the role of the Curriculum Review Committee, a standing committee of the Senate. The role of academic administrators is less clearly defined through policy. The recommendations of the Curriculum Review Committee are forwarded to Academic Senate for approval. Afterward, the Vice Chancellor and Chancellor review and move forward the recommendations. (IV.A.4)

At the Board of Regents level, policies and procedures ensure the participation of faculty members in academic decision-making and policy development. The team confirmed that relevant perspectives are shared in decision-making, which includes employees with relevant expertise and areas of responsibility. (IV.A.5)

The college describes multiple avenues for communicating decisions. The team confirmed that College Council, Academic Senate, and student government meeting minutes are posted on the college website. (IV.A.6)

College governance bodies conduct charter reviews periodically to evaluate their purposes. Additionally, the College Council has conducted evaluation surveys. A Committee on Committees, which reports to the College Council, also periodically reviews the committee structure. In the Analysis and Evaluation section under Standard IV.A.7, the college states that the evaluation of governance processes should be done more consistently and formally. (IV.A.7)

Members of the College community have the opportunity to participate in decision-making. The College and system have established policies for faculty and student participation, and administrators and staff participate appropriately in governance and decision-making. Results of decision-making are widely communicated and reviewed.

Conclusions:

The College meets Standard IV.A.

IVB. Chief Executive Officer

General Observations:

Hawai'i Community College (HCC) has the appropriate policy and job description for a Chancellor, appointed by the University of Hawai'i Board of Regents, who holds the authority to administer policies and administrative procedures to support and promote excellence across the system and the campus. The Chancellor oversees all administrative and academic matters of the campus and provides leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence:

Chancellor Rachel Solemsaas, appointed on July 1, 2016, oversees all administrative and academic matters of the campus and the Palamanui branch campus, including budget planning and execution, human resources management, facilities management, long- and short-range academic and administrative planning, community outreach, fundraising, and entrepreneurial activities. (IV.B.1)

The Chancellor oversees institutional effectiveness through an integrated planning cycle, centered on a culture of evidence, and focused on student learning. The Chancellor acts on behalf of the campus to make recommendations to and implements policies approved by the Board of Regents. After a comprehensive review of the administrative structure of the college, a proposal for organizational restructure was submitted for consideration and approval. Authority is delegated to members of the administrative team, while providing development opportunities, training and consultation. (IV.B.2, IV.B.3, IV.B.5)

Prior to joining HCC, the Chancellor served as an accreditation evaluator for the Northwest Commission on Colleges and Universities for five years. She encourages and supports her staff to participate in the peer review process. In preparation for the accreditation visit, the Chancellor provided faculty, staff, and administrative personnel with the tools needed to actively participate in the accreditation review process. This included professional development opportunities to accreditation training to ensure familiarity with accreditation standards and policies. (IV.B.4)

The Chancellor actively interacts regularly with community leaders and convenes an advisory council to seek community input on planning issues. This interaction includes providing monthly articles to the local chamber newsletter on college activities. Members of her administrative team also serve on several community boards. (IV.B.6)

Conclusions:

The College meets Standard IV.B.

IVC. Governing Board

General Observations:

The College is part of the University of Hawaii system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. They also have policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

The governing board for the college is established in Hawaii State statute and is appointed by the governor and confirmed by the Senate. The Board's authority is also established in statute and the State constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services.

Findings and Evidence:

The Board policy manual is organized under the UH System-Wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the Board's accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of Regents with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a board self-assessment instrument. (IV.C.2)

Policies state that "the authority of the board reposes in the board as a whole." The Board's minutes and self-evaluation show that they are working collectively. Board of Regents meeting minutes of October 31, 2017, indicate that "acting as a unit" was included on the Board Self Evaluation Survey. The summary of results reflects three survey items related to this criterion supports the assertion that the board acts as a unit. One Regent commented, "Regents have been very good at representing as an individual and not speaking on behalf of the full board." Regent Policy RP 1.202 states that "no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson." (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the system CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212. The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. The BOR delegates the authority to evaluate the VPCC to the University of Hawaii president and the evaluation of the college chancellors is further delegated to the VPCC. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) which establishes an annual review that includes a 360-degree assessment by the HCC Chancellor, as well as his or her peers, subordinates, and constituents of the Chancellors' performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)

Article X of the State Constitution outlines the independent authority of the BOR and the autonomy of the University of Hawaii. The Article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier is the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution's mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. BOR policies related to the board size, responsibilities, structure and operating procedures are found on the Board of Regents' homepage. In addition, the bylaws of the BOR includes sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. The BOR reviews its policies on a regular, staggered three-year cycle for 12

chapters of policy. Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision-making. (IV.C.7)

The BOR has established strategic goals for the University of Hawaii in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures are associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. The board is kept informed of issues impacting student success through reports. The UH System, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the Board has staggered terms. The Board Bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the Bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices. New members also are to be provided with a Reference Guide covering these and other topics. (IV.C.9)

RP 2.204, Policy on Board Self-Evaluation, provides a process for BOR self-evaluation, and in 2017 the BOR committee structure was revised to provide oversight to the self-evaluation

process. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the University of Hawaii are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission and those disclosures are made available to the public. (IV.C.11)

A review of Board minutes provided evidence that the Board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The Board is required to comply with Chapter 84 Part II Code of Ethics of the Hawaii Revised Statutes. The Board's Code of Ethics is combined with its (State) Conflict of Interest policy. (IV.C.11)

Board Policy RP 2.202, Duties of the President, delegates responsibility and authority to the President to implement and administer Board policies and delineates the President's authority to delegate to VPs and Chancellors. Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management and that of the UH System President. The President's authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents were actively engaged in dialog about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017, Board meeting minutes show an item related to the Permitted Action Group's participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full Board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018 BOR meeting. (IV.C.13)

Conclusion:

The College meets Standard IV.C.

IVD. Multi-College Districts or Systems

General Observations:

The University of Hawaii System is the sole provider of public higher education in the state of Hawaii. The overall structure of the University of Hawaii System is established in the Board of Regents Policy 3.201: Major Organizational Units of the University of Hawaii. The ten-campus system as a whole includes the University of Hawaii Community Colleges (UHCC), which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawaii Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as a multi-campus system.

The UH system is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC) who reports directly to the UH system President. The VPCC delegates authority for each college to a community college chancellor.

The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

Findings and Evidence:

The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the college. System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between colleges and the system is timely and accurate and ensures effective operations of the colleges. The process for evaluating system and college role delineation, governance and decision-making is described as “ongoing and organic.” (IV.D.1)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps shows alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The VPCC is a member of the senior administration of the UH System, reporting directly to the UH system president. The UHCC office oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The vice president for community colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting educational excellence and student success. The operations of the Office of the

Vice President for Community Colleges (OVPC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of community college system-wide academic plans, goals and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment and policy analysis; career and technical education; student affairs; and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to a more refined assessment of the success of various programs and initiatives. (IV.D.2)

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability, and b) Distance Education. With reference to Sustainability, an Executive Policy 4.202 and a new Board of Regents Policy 4.208 signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The functional map shows alignment with accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community Council of Native Hawaiian Chairs. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level and the campus level organizational structure mirrors the system level support. The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH System has Hawaii state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH System President and College Chancellors. (IV.D.3)

Campuses have also had access to additional funds from the Office of the Vice President for Community Colleges, and more recently from the Office of the University of Hawaii President, providing additional incentive for meeting certain goals linked to performance measures focuses on student achievement. These are in turn associated with system and campus strategic objectives. Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the Office of the

Vice President for Community Colleges for other campus or system initiatives, such as those associated with student success. (IV.D.3)

The district/system has established methods 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. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds and also other funds through the VPCC. Re-allocation of resources is most clearly demonstrated through the pool of vacant positions system-wide that can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, cash reserves). Additional funds have been made available to colleges through the OVPC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the colleges to more effectively manage vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The University of Hawaii System has a president, a vice president for community colleges (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UHCCs. Each college has a chancellor, the CEO of the institution. Board of Regents Policy 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. In 2005, the Board of Regents approved the reorganization of the Community Colleges System and created the new executive position of Vice President for Community Colleges. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH Executive Policy 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.*” University of Hawaii Community Colleges Policy UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation, also specifies the chancellor’s responsibility “...*to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission.*” Responsibility for a broad range of personnel actions has also been delegated to the chancellors in UH Executive Policy 9.112. In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP 9.202: *Executive Employees Performance Evaluation.* (IV.D.4)

The community colleges in the Hawaii statewide system of public higher education operate within a three-tiered system: the University of Hawaii (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College. A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision making essential to planning and implementation. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. (IV.D.5)

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawaii System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “...*intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition.*” The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that “*The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews (p. 18).*” (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. There is a high degree of congruity and integration between the three tiers of the public education system in Hawaii (UH, CC system and individual CC). 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 also linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

The VPCC is a member of the UH president’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the board of Regents Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for Board of Regent approval (e.g. strategic plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of Board of Regents committee and board meetings, the VPCC is provided with memos summarizing Board of Regents approved actions. Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS). The VPCC also meets regularly with three Councils representing different aspects of college governance: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment. (IV.D.6)

Established mechanisms for communication exist between the three tiered system of public higher education in Hawaii. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and also semi-annual visits to each community college campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance.

While assessment of system-wide role delineation, governance and decision-making is “organic and ongoing”, a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

Conclusion:

The College meets Standard IV.D.

Quality Focus Essay

Hawai'i Community College identified two institutional action projects that focus on supporting the college mission and increasing student learning and achievement: an integrated planning process and developing a student first year experience.

The first Action Project for the college is to improve the integrated planning process and enhance student success. As members of HCC reviewed plans and processes for the ISER, inefficiencies were noted. The Institutional Capacity Assessment Tool (ICAT) survey confirmed that HCC faculty and staff saw a need to streamline the integration of planning, evaluation, and resource allocation, support student success, especially closing education achievement gaps. As a result, HCC re-evaluated their commitment to achieving student success by developing the framework to support their project. This included identifying the need based on the desired outcomes, formulating actions and steps to be taken, identifying individuals who will be carrying out the responsibilities, and a timeline to monitor the progress. This process includes evaluation, revision, and improving the action project, as needed.

The team suggests that the college consider developing a flowchart of the current process to outline the multiple steps currently used and identifying the areas where improvements can be made. Additionally, the team asks HCC to review the impact on operating procedures and how modifications will be made.

The second Action Project for the college focuses on improving student retention, persistence, and timely degree attainment. The IPEDS data for 2017 revealed that 31.4 percent of full-time, degree-seeking students in fall 2014 completed a degree or certificate in 3 years. Relating to persistence, only 48 percent of first-time degree-seeking students in fall 2016 returned in fall 2017. This project aims to train instructors and other support personnel in high engagement strategies to create an effective first-year experience. The plan includes actions and steps to be implemented, identifies instructors, counselors as some of the key members needing training, and the First-Year Experience Campus Planning Team, the Student Success Pathways Team and the UHCC System's Integrated Student Support are mentioned as carrying out important roles in the process.

The team suggests that the college identify benchmarks and specific measures of goal achievement, including a program review at the end of a cycle to demonstrate additional resources needed to support the project.