2025 Institutional Self-Evaluation Report
Hawaiʻi Community College
Additional Evidence Report
March 17, 2025

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

Additional Evidence of Meeting the Standard

Through the Action Project 1 of the Quality Focus Essay (QFE) identified in the 2018 ISER, the College developed the Institutional Effectiveness Plan to be more efficient, streamlined, and timely with the planning processes (IA2-10). The goal was to make the integrated planning process more *Kauhale*-based, increasing participation and commitment, as well as improving communication and transparency, all directed toward the shared outcome of enhancing student success. The QFE-Integrated Planning (IP) Task Force was established through the College Council which included developing the Institutional Effectiveness Plan. This plan also included a process for resource allocation. However, the implementation of this plan was paused in part, particularly in the area of budget distribution, due to the pandemic with hiring freezes and budget restrictions. In Spring 2022, QFE-IP Task Force proposed to be dissolved along with the establishment of the QFE-Implementation Task Force and Budget Allocation Taskforce (BAT) (IA2-11). The College Council charged the Budget Allocation Taskforce (BAT) to enhance the resource allocation process (IA2-12).

In 2023, the Kauhale utilized the BAT Taskforce Integrated Planning timeline to determine resource requests and budget distribution (IA2-13). The Integrated budget planning process shows the Program/Units annual or comprehensive reviews (IA2-07) which includes the metrics for demand, efficiency and effectiveness; assessment results for the learning outcomes, qualitative analysis and action plans and resources required to meet the action plan (IA2-02).

The budget requests were compiled and approved for funding (IA2-14, IA2-15) if they were identified and proposed in the annual or comprehensive program/unit reviews (examples: IA-16, IA-17, IA-18). Budget requests submitted in 2024 that were subsequently approved for funding by the administration in 2025 resulted in executed contracts (examples: IA-19, IA-20).

Additional Evidence List

IA2-10	Institutional Effectiveness Plan Webpage
IA2-11	QFE-IP Year End Report
IA2-12	Budget Allocation Taskforce Charge
IA2-13	Institutional Effectiveness - Budget Distribution Plan
IA2-07	Program and Unit Review Process
IA2-02	Annual Report of Program Data Webpage
IA2-14	Program/Unit Review Budget Request FY 24

IA2-15	Program/Unit Review Budget Request FY 25
IA-16	PUR Budget Requests - EIMT
IA-17	PUR Budget Requests - CARP
IA-18	PUR Budget Requests - AG
IA-19	Contract Example 1
IA-20	Contract Example 2

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

I.A.4 Additional Evidence of Meeting the Standard

The College Council approved at its September 8, 2023 meeting to form a Task Force to review the College's mission statement (IA4-05). However, it was determined no update was necessary at that time.

The College is guided by RP 4.201, Mission and Purpose of the University, in which Section C.4.g. of this BOR policy states that UH mission statements are to be reviewed at least every ten years (IA4-06). Hawai'i CC's mission statement was last approved by the BOR on March 23, 2017 (IA4-01).

Additional Evidence List

| IA4-05 | College Council Minutes (9/8/23) |
| IA4-06 | RP 4.201, Mission and Purpose of the University |

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

Additional Evidence of Meeting the Standard

Dialog starts at the program/unit level and then proceeds up through the divisions/ departments to the campus level as part of the assessment review process as also described in Standards I.B.4 and I.B.5. Learning outcome assessment activities and dialogue are ongoing and begin with faculty and staff in their respective programs/units with the compilation of data and the completion of their annual (IB1-11) and comprehensive (IB1-12) reports through the program and unit review (PUR) process (IA2-06). Further discussion regarding these reports occurs between programs/units and their department chairs/program coordinators, unit supervisors/ director, or deans/vice chancellors along with the Institutional Assessment Coordinator (IAC).

At the campus level, dialog continues with the CERC review of programs and units through committee discussions of the comprehensive reports as detailed in response memos (random examples: IB1-13, IB1-14, IB1-15, IB1-16). In addition, the dialog is

carried on with the Assessment Committee reviews of program and unit reports as also detailed in response memos (random examples: IB1-17, IB1-18, IB1-19, IB1-20). The CERC and Assessment Committee furthers college wide dialog at the College Council meetings through committee presentations and end of the year reports (examples: IB1-21, IB1-22, IB1-23, IB1-24).

At the course level, dialog surrounding student learning outcomes occurs between faculty, department chairs/program coordinators, deans/vice chancellors along with the IAC through the assessment process (IA2-05). Documentation of assessment plans and results (IB1-25, ENG 100 & 22 example) are entered into the College assessment management system, Campus Labs (IB4-01). Academic programs also utilize dialog and input from the community and industry leaders through Advisory Councils for the improvement of student learning and achievement as demonstrated in their meeting notes (random examples: IB1-26, IB1-27, IB1-28, IB1-29).

Additional Evidence List

IB1-11	Annual Report Template
IB1-12	Comprehensive Report Template
IA2-06	Program & Unit Review Webpage
IB1-13	CERC Response Memo - ARO
IB1-14	CERC Response Memo - SUBS
IB1-15	CERC Response Memo - DIMC
IB1-16	CERC Response Memo - EIMT
IB1-17	AC Response Memo - HWST
IB1-18	AC Response Memo - FIRE
IB1-19	AC Response Memo - CULN
IB1-20	AC Response Memo - NURS
IB1-21	CERC EOY Report - AY 2021-22
IB1-22	CERC EOY Report - AY 2021-22
IB1-23	AC EOY Report - AY 2021-22
IB1-24	AC EOY Report - AY 2021-22
IA2-05	Assessment Webpage
IB1-25	ENG 100 & 22 ALP Assessment
IB4-01	Campus Labs Resources Webpage
IB1-26	Advisory Council Meeting Notes - CM
IB1-27	Advisory Council Meeting Notes - DIMC
IB1-28	Advisory Council Meeting Notes - ECE
IB1-29	Advisory Council Meeting Notes - HOST

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

Additional Evidence of Meeting the Standard

ISS achievement data are also accessible online in the College Haʻalele (Fact Book) (IB3-03) and on the UHCC Office of Institutional Effectiveness webpage (IB3-04).

At the College level, ISS achievement data is presented by the VPCC and results are discussed during the Manono and Pālamanui campus visits each semester (IB3-05, IB3-06, IB3-07, IB3-08). Achievement results are further discussed at the college wide College Council meetings as noted in their meeting minutes (IB3-09, IB3-10).

Additional Evidence List

IB3-03	Haʻalele (Fact Book) ISS Data
IB3-04	UHCC Office of Institutional Effectiveness Webpage [updated]
IB3-05	VPCC Presentation - Fall 2024
IB3-06	VPCC Presentation - Spring 2024
IB3-07	VPCC Presentation - Fall 2023
IB3-08	VPCC Presentation - Spring 2023
IB3-09	College Council Minutes (1/14/22)
IB3-10	College Council Minutes (5/5/23)

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

Additional Evidence of Meeting the Standard

The subpopulations of students that the College disaggregates and analyzes achievement and learning outcome results for are identified in the Institutional-Set Standards (ISS) that are posted online (IB3-03, IB3-04). The subpopulations of Native Hawaiians, Pacific Islanders, Filipinos, and Pell Recipients referenced in the ISS establishes floor and aspirational goals for degrees and certificates awarded (IB6-02). Furthermore, the analysis of compiled data is reflected in various reports for the subpopulations of students (Native Hawaiian [NH] report examples: IB6-03, IB6-04, IB6-05, IB6-06, IB6-07, IB6-08).

As described in *Standard I.B.5* [excerpts recopied below], the College implements strategies through its PUR and CERC processes incorporated into the Institutional Effectiveness Plan (IA2-10).

> The PUR process incorporates assessment findings, student outcomes and achievement data, Annual Report of Program Data (ARPD) (IA2-02), program

specific data, and institutional data (see Standard I.A.2), that are analyzed and used to determine program/unit effectiveness and to inform the action plans and goals that are discussed in annual and comprehensive reviews. Comprehensive reviews focus on aligning goals and action plans with the College's mission and strategic plan. Goals and resource requests must be based on analysis of the program's achievement data, which are disaggregated by program and delivery mode, and on analysis of the overall results of course assessments of student learning outcomes conducted during the review period. To ensure all programs and units are held to the same standards, a template is used to write all reports (IB4-02).

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

Additional Evidence List

IB3-03	Haʻalele (Fact Book) ISS Data
IB3-04	UHCC Office of Institutional Effectiveness Webpage
IB6-02	UHCCP 4.203, Institution-Set Standards, Appendix A
IB6-03	Native Hawaiian Cohort Demographics
IB6-04	Native Hawaiian Course Data - Enrollment
IB6-05	Native Hawaiian Course Data - Outcomes
IB6-06	Native Hawaiian Course Data - Outcomes
IB6-07	Native Hawaiian Grade Distribution
IB6-08	UHCC Summary Report - Achieving the Dream
IA2-10	Institutional Effectiveness Plan Webpage

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

Additional Evidence of Meeting the Standard

The regular review and revision of the College's policies completed through their governance processes are tracked via the Policy Review List (IB7-05). An example of the policy evaluation and review process is outlined in the College Council minutes of their December 13, 2024 meeting (Re: HAW 7.520 Satisfactory Academic Progress) (IB7-06). Another example of this process is demonstrated in the Academic Senate minutes of their January 24, 2025 meeting (Re: HAW 5.503 Credit/No Credit Policy) (IB7-07).

Additional Evidence List

IB7-05   2024 Policy Review List
IB7-06   College Council Minutes (12/13/24)
IB7-07   Academic Senate Minutes (1/24/25)

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

Additional Evidence of Meeting the Standard

The College doesn't have any internally created department-wide exams beyond the type of exams referenced in the narrative.

Additional Evidence List

N/A

> **II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Additional Evidence of Meeting the Standard

Hawaiʻi CC assures that its services are reliably available when and where the students need them regardless of campus and center locations or delivery mode.

For a description of the services provided to all of its students, see *Standard IIC1* [recopied below].

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

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

Furthermore, DE students are informed of the availability of services through their course syllabus as noted in the online course template updated by Instructional

Technology Support Office (ITSO) and distributed to instructors at the start of each semester (IIC3-03). In addition, a link/flyer, *Resources for DE Students*, is sent directly to DE students via email at the beginning of each semester (IIC3-04).

Additional Evidence List

IIC3-03	Online Course Syllabus Template
IIC3-04	Resources for DE Students Flyer

> **III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Additional Evidence of Meeting the Standard

Position descriptions (PD) for personnel are directly related to the College's mission and goals and accurately reflect position duties, responsibilities, and authority as demonstrated in the various PD examples of the four distinct classifications (E/M, Faculty, APT, Civil Service) (IIIA1-17, IIIA1-18, IIIA1-19, IIIA1-20, IIIA1-21, IIIA1-22).

Additional Evidence List

IIIA1-17	PD - Secretary
IIIA1-18	PD - Counselor
IIIA1-19	PD - Dean
IIIA1-20	PD - Instructor
IIIA1-21	PD - Custodian
IIIA1-22	PD - Educational Specialist

> **III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Additional Evidence of Meeting the Standard

The minimum qualifications of E/M positions at the College are clearly outlined (IIIA3-03). In addition, position descriptions (PD) for administrators and other employees identify other qualifications necessary to perform their duties (IIIA3-04, IIIA3-05, IIIA3-06, IIIA3-07, IIIA3-08, IIIA3-09, IIIA3-10).

Additional Evidence List

IIIA3-03	E/M Minimum Qualifications

IIIA3-04	PD - Chancellor
IIIA3-05	PD - VC for Academic Affairs
IIIA3-06	PD - Dean of Liberal Arts & Sciences
IIIA3-07	PD - Dean of Career & Technical Education
IIIA3-08	PD - VC for Administrative Services
IIIA3-09	PD - VC for Student Services
IIIA3-10	PD - Director - UH Center/Pālamanui Campus

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Additional Evidence of Meeting the Standard

The College's HR unit ensures that established policies and procedures for the performance evaluation of all personnel are properly followed and maintains data regarding evaluation completion rates (IIIA5-13).

Additional Evidence List

IIIA5-13   Personnel Evaluated 2018-2024

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Additional Evidence of Meeting the Standard

The UH System OHR and Hawaiʻi CC's HR unit ensures the proper administration of personnel policies and procedures (IIIA11-04) (IIIA11-05). In addition, the College's HR Manager, who also serves as the College's EEO coordinator, oversees the administration of these personnel policies and procedures at the College level. The UH System and College informs personnel of current and new policies and procedures through their UH email and newsletters. Training starts with the New Employee Checklist and Employee Handbook which includes information about UH policies and procedures (IIIA 11-06) (IIIA11-07).

Additionally, the UH System holds regular workshops and training seminars, some mandatory, for employees on Title IX, workplace non-violence, preventing harassment and discrimination, disabilities, EEO, information security awareness, etc. (IIIA11-08).

Additional Evidence List

IIIA11-04   Human Resources Webpage
IIIA11-05   UH OHR Information Systems
IIIA11-06   New Employee Checklist
IIIA11-07   Employee Handbook
IIIA11-08   UH Online Training - Employees

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Additional Evidence of Meeting the Standard

The College is in alignment with policies and procedures outlined for employment equity and diversity consistent with its mission. In addition, the self-identified ethnic descriptions and gender of Hawaiʻi CC personnel reflects the College's diversity and mirrors the student population it serves (IIIA12-06, IIIA12-07).

Additional Evidence List

IIIA12-06   Hawaiʻi CC Personnel Ethnic Descriptions
IIIA12-07   Hawaiʻi CC Personnel Gender Descriptions

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Additional Evidence of Meeting the Standard

The College's Faculty/Staff Development Committee (IIIA14-09, IIIA14-10) and ITSO (IIIA14-11, survey examples IIIA14-12, IIIA14-13, IIIA14-14, IIIA14-15) evaluate their professional development offerings through feedback surveys as the basis for improvement.

Additional Evidence List

IIIA14-09   Faculty/Staff Development Committee Evaluations (AY 2023-24)
IIIA14-10   Faculty/Staff Development Committee Evaluations (AY 2024-25)
IIIA14-11   ITSO PD Activities
IIIA14-12   ITSO PD Survey Responses Example 1
IIIA14-13   ITSO PD Survey Responses Example 2
IIIA14-14   ITSO PD Survey Responses Example 3
IIIA14-15   ITSO PD Survey Responses Example 4

II.A. Distance Education

Additional Evidence of Meeting the Standard

Hawaiʻi CC's Instructional Technology Support Office (ITSO) and Chair of the Academic Senate's Distance Education Committee compiled the requested evidence of RSI for all of the randomly selected DE courses.

Additional Evidence List

[see uploaded files in this folder]