



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

Date: August 25, 2025

To: Dr. Seher Awan, Team Chair
Meridith Randall, Vice Chair
Dr. Kevin Bontenbal, ACCJC Staff Liaison

From: Susan S. Kazama, Chancellor, Hawai'i Community College

CC: E. Kalani Flores, Accreditation Liaison Officer

Re: Hawai'i Community College Update on Core Inquiries

Hawai'i Community College (Hawai'i CC) is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1: The team seeks to understand how the college disaggregates and analyzes learning outcomes data for subpopulations of students.

Standards or Policies: **I.B.6**

Hawai'i CC disaggregates learning outcomes data for particular student subpopulations. Examples of the disaggregation of this data is demonstrated in the course assessments of ENG 100/22 ALP ([IB6-09](#)) and MATH 82X ([IB6-10](#)) for the subpopulation of students who need developmental skills for success in college-level courses in these respective areas. The assessment and analysis of the learning outcomes data completed at the course level for CLOs is posted in Campus Labs, the College's assessment management system.

Discussion at the faculty-level of these learning outcomes assessment results for these particular subpopulations are articulated in the Results and Action Plan sections for these courses that are also posted in Campus Labs.

Discussion of these learning outcomes assessment results also occur at the program-level as articulated in the PUR process.

Evidence:

[IB6-09](#) ENG 100/22 ALP Assessment Reports

[IB6-10](#) MATH 82X Assessment Report

Context/additional information (if applicable): N/A

Core Inquiry 2: The team is unclear if there are department-wide examinations (internal or external) used to assess student learning, and if so, how the institution validates the effectiveness of these examinations, reduces test bias, and enhances reliability.

Standards or Policies: **II.A.8**

Hawai'i CC contends that it addressed the requests for additional evidence with the reply that it doesn't have any **internally** created department-wide exams.

In regards to the reference to I.B.1-25, this evidence is not applicable to Standard II.A.8 as this ENG 100 and 22 assessment process did not use a department-wide exam. Instead non-standardized essay assignments that varied amongst instructors were utilized as noted in the Analysis of Results section of this assessment report, "*We intentionally left the assignment requirements broad to gather information regarding what type of end of semester assignments instructors are using.*"

As previously noted in the ISER, the College has only a limited number of programs and departments that utilize department-wide exams. These are **externally** created exams. In addition to the examples of programs listed in the ISER narrative for this Standard, the Nursing department utilizes the Assessment Technologies Institute (ATI) assessment tools that are validated for their effectiveness through a combination of rigorous development processes, ongoing research, and data analysis, ensuring the assessments are reliable, valid, and aligned with nursing practice and NCLEX requirements. ATI addresses test bias in nursing education through multiple strategies, including using inclusive language, developing culturally competent educational experiences, and focusing on remediation and understanding student comprehension rather than high-stakes testing ([IIA8-05](#)).

Evidence:

[IIA8-05](#) Assessment Technologies Institute Webpage

Context/additional information (if applicable): N/A

Core Inquiry 3: The team seeks to understand how the college evaluates its placement instruments and practices to validate their effectiveness and minimize bias.

Standards or Policies: **II.C.7**

Hawai'i CC is provided guidance by the UHCC System in regards to placement instruments and practices to validate their effectiveness and minimize bias.

The UHCC System Office of Institutional Effectiveness conducts an analysis on the validity and effectiveness for all measures used to place students into first-year Math ([IIC7-06](#)) and first-year English ([IIC7-07](#)) courses. Success outcomes are made available by campus by placement measure via a Math ([IIC7-08](#)) and English ([IIC7-09](#)) data dashboard made available to all UH faculty, staff, and students. The dashboards are managed and updated at the UHCC system and discussed at English faculty and Math faculty systemwide convenings with the intent to ensure effectiveness and to minimize bias. The UHCC Vice Chancellors for Academic Affairs review and recommend changes to English and Math placement processes with input from faculty groups to be established by the Vice President for Community Colleges.

Evidence:

[IIC7-06](#) MATH Placement User Guide

[IIC7-07](#) MATH Placement Dashboard

[IIC7-08](#) ENG Placement User Guide

[IIC7-09](#) ENG 100 Placement Dashboard

Context/additional information (if applicable): N/A

Core Inquiry 4: The team seeks to better understand the College’s process to ensure that evaluations of personnel are occurring systematically and at stated intervals, and that actions taken after evaluations are formal, timely and documented.

Standards or Policies: **III.A.5**

Hawai’i CC's chancellor met with the vice chancellor for administrative services and the Human Resources manager to review the documentation for personal evaluations in January 2025. A specialist was assigned the task of updating and tracking the performance appraisals for all personnel with a particular focus on the civil service and APT (administrative, professional, and technical) employees ([IIIA5-14](#)). Completion rates have improved and are on track to be at 100% for all employees for the stated intervals.

Evidence:

[IIIA5-14](#) Civil Service 2025 PAS Log

Context/additional information (if applicable): N/A

Core Inquiry 5: The team seeks to determine if the college has sufficient staffing to ensure the effectiveness of its operations.

Standards or Policies: **III.A.9**

Hawai’i CC's chancellor, since her interim and permanent appointments respectively in July 2023 and July 2024, made it a high priority to address this standard and to streamline the hiring process of key and essential personnel to fill vacant positions. As a priority, actions to address this standard were incorporated into the QFE of the 2025 ISER.

In spring 2023, the College had over 65 vacancies. In spring 2024, the institution had filled positions, but still had 33 vacancies and a few more with additional retirements. The hiring of three Human Resources (HR) specialists in summer 2024 to add to the one HR staff member was crucial in expediting the hiring process at the College which resulted in the hiring of 19 employees in 2024. This expanded HR team of four manages key functions including recruitment (for executives, staff and adjuncts), employee benefits, payroll, onboarding, grievances, union complaints, accommodations, EEO/Title IX issues, etc. Between January and August 1st of 2025, 31 positions were successfully filled ([IIIA9-05](#)). In addition to faculty and staff employees, the hiring also included key administrative and

leadership positions. However, due to retirements and relocations, 15 additional positions are currently being recruited.

The Chancellor has met regularly with the HR manager and specialists to streamline and improve efficiency in the recruitment workflow and hiring processes. As a result, a new Kualu Build form was created based upon "best practices" to assist with recruitment workflow tracking that allows for nudges to individuals involved in each of the hiring steps ([IIIA9-06](#)).

Looking ahead, beginning in fall 2025, the College will introduce several improvements to its HR processes:

- A new video orientation for employees and screening committee members.
- A tracking system to identify and resolve process bottlenecks.

Evidence:

[IIIA9-05](#) 2024-2025 Hires

[IIIA9-06](#) HR Recruitment Workflow.

Context/additional information (if applicable):

The situation of filling vacant positions is widespread through all seven of the community colleges since COVID-19 and was reviewed at the UH Community College system level to determine improvements to the hiring process.

Core Inquiry 6: The team seeks to understand how the institution regularly assesses its efforts to employ equitable and diversified personnel consistent with its mission.

Standards or Policies: **III.A.12**

Hawai'i CC's recruitment process is supported by annual affirmative action plans, which are managed by the UH Community College System EEO/AA director. These plans are reviewed annually by the System and the institution, and address recruitment goals for women, minorities, protected veterans, and individuals with disabilities.

When there is an underrepresentation in a specific area, the HR Director may extend the advertising and application period to attract a broader and more balanced pool of candidates. In addition, job postings are strategically placed in targeted publications to further diversify the applicant pool.

Aligned with our mission as a leading indigenous-serving institution, most job listings emphasize qualifications that reflect a demonstrated commitment to working with a diverse student population. Candidates are encouraged to have experience working with diverse student populations and demonstrate an understanding of and dedication to our institutional mission.

As described in the ISER (pp. 141-142), the College adheres to a policy of nondiscrimination and equal opportunity in all personnel actions in accordance with the principles of EEO/AA under RP 1.205, Policy on Nondiscrimination and Affirmative Action ([IIIA12-01](#)), EP 1.202, University Statement of Nondiscrimination and Affirmative Action ([IIIA12-02](#)), AP 9.890, Equal Employment Opportunity/Affirmative Action ([IIIA12-03](#)), and HAW 9.900, Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy ([IIIA1-10](#)).

Likewise, as outlined in the ISER (p. 131), personnel policies and procedures are in place to ensure integrity and consistency in the qualifications for the recruitment, selection, and hiring of BOR positions ([IIIA1-05](#), [IIIA1-06](#), [IIIA1-07](#)). The civil service group ([IIIA1-08](#)) falls under the jurisdiction of the State of Hawai'i Department of Human Resources Development (DHRD). In addition, the College is also guided by the EP policy for the hiring of APT personnel ([IIIA12-06](#)).

Evidence:

- [IIIA12-01](#) RP 1.205, Policy on Nondiscrimination and Affirmative Action
- [IIIA12-02](#) EP 1.202, University Statement of Nondiscrimination and Affirmative Action
- [IIIA12-03](#) AP 9.890, Equal Employment Opportunity/Affirmative Action
- [IIIA1-10](#) HAW 9.900, Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy
- [IIIA1-05](#) AP 9.570, Appointment Procedure for Board of Regents Personnel
- [IIIA1-06](#) AP 9.540, Recruitment and Selection of Faculty and APT Personnel
- [IIIA1-07](#) RP 9.212, Executive and Managerial Personnel Policies
- [IIIA1-08](#) Civil Service Recruitment - OHR Webpage
- [IIIA12-06](#) EP 9.217, Hiring an APT Employee

Context/additional information (if applicable): N/A

Core Inquiry 7: The team is impressed by and interested in learning more about the extensive range and diversity of programs available to employees for leadership development and personal and professional growth.

Standards or Policies: **III.A.14**

Hawai'i CC offers a tuition waiver to all employees who are employed half-time or more and to a spouse or domestic partner of a University of Hawai'i Board of Regents (BOR) employee who is employed half-time or more. The waiver is valid for credit courses at any University campus for professional development and growth.

The College has a Faculty and Staff Development Program (FSDP) that offers a variety of workshops to enhance the professional and personal development of faculty and staff. The University is committed to a comprehensive Professional Development Program that provides on-going, relevant high-quality professional development and opportunities to improve learning and promote individual progress for all staff and faculty members.

The program's objectives and goals are:

- To provide enriching work experiences through professional development opportunities aligned to the College's Strategic Directions.
- Raise awareness of mental, intellectual, spiritual, physical, and emotional wellbeing.
- To improve service skills in the workplace with each other and our community (Effective communication and interaction and customer service).
- To identify and cultivate our strengths and gifts to build our community (Community relationships, managing change, innovation of our product, and process and market).
- Advance a climate that fosters inclusion excellence at our indigenous serving institution and acknowledging the diverse cultures that are part of our 'ohana

Evidence: [TBD]

Context/additional information (if applicable): N/A